

**Replies to initial written questions raised by Finance Committee Members in
examining the Estimates of Expenditure 2017-18**

**Director of Bureau: Secretary for Education
Session No. : 21**

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EDB327	3871	CHAN Tanya	156	Post-secondary, Vocational and Professional Education
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EDB329	4214	CHAN Tanya	156	Post-secondary, Vocational and Professional Education
EDB330	4215	CHAN Tanya	156	Post-secondary, Vocational and Professional Education
EDB331	4216	CHAN Tanya	156	Post-secondary, Vocational and Professional Education
EDB332	4234	CHAN Tanya	156	Policy and Support
EDB333	4291	CHAN Tanya	156	Pre-primary Education
EDB334	4292	CHAN Tanya	156	Pre-primary Education
EDB335	4293	CHAN Tanya	156	Pre-primary Education
EDB336	4294	CHAN Tanya	156	Other Educational Services and Subsidies
EDB337	4295	CHAN Tanya	156	Other Educational Services and Subsidies
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EDB342	4300	CHAN Tanya	156	Secondary Education
EDB343	4301	CHAN Tanya	156	Secondary Education
EDB344	4302	CHAN Tanya	156	Secondary Education
EDB345	4303	CHAN Tanya	156	Secondary Education
EDB346	4304	CHAN Tanya	156	Secondary Education
EDB347	4305	CHAN Tanya	156	Pre-primary Education
EDB348	4306	CHAN Tanya	156	Pre-primary Education
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EDB354	4312	CHAN Tanya	156	Special Education
EDB355	4313	CHAN Tanya	156	Pre-primary Education
EDB356	4314	CHAN Tanya	156	Other Educational Services and Subsidies
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EDB358	4316	CHAN Tanya	156	Primary Education Secondary Education
EDB359	4317	CHAN Tanya	156	Primary Education
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EDB369	6313	CHAN Tanya	156	Primary Education
EDB370	6324	CHAN Tanya	156	Secondary Education
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EDB395	5529	CHEUNG Chiu-hung, Fernando	156	Pre-primary Education
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EDB405	5589	CHEUNG Chiu-hung, Fernando	156	Pre-primary Education
EDB406	5590	CHEUNG Chiu-hung, Fernando	156	Pre-primary Education
EDB407	5591	CHEUNG Chiu-hung, Fernando	156	Pre-primary Education
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EDB444	6431	CHEUNG Chiu-hung, Fernando	156	Primary Education Secondary Education
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EDB449	6450	CHEUNG Chiu-hung, Fernando	156	Primary Education Secondary Education Special Education
EDB450	6451	CHEUNG Chiu-hung, Fernando	156	Secondary Education
EDB451	6453	CHEUNG Chiu-hung, Fernando	156	Policy and Support
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EDB471	6571	CHEUNG Chiu-hung, Fernando	156	Special Education
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EDB496	5243	HUI Chi-fung	156	Primary Education Special Education
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EDB503	3580	IP Kin-yuen	156	Pre-primary Education Primary Education Other Educational Services and Subsidies Policy and Support
EDB504	3582	IP Kin-yuen	156	Secondary Education
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EDB508	3590	IP Kin-yuen	156	Primary Education Secondary Education Special Education
EDB509	3591	IP Kin-yuen	156	Secondary Education Special Education Other Educational Services and Subsidies Policy and Support
EDB510	3592	IP Kin-yuen	156	Other Educational Services and Subsidies Policy and Support
EDB511	3593	IP Kin-yuen	156	Primary Education Secondary Education Other Educational Services and Subsidies
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EDB520	3633	IP Kin-yuen	156	Post-secondary, Vocational and Professional Education
EDB521	3635	IP Kin-yuen	156	Post-secondary, Vocational and Professional Education
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EDB529	3645	IP Kin-yuen	156	Primary Education Secondary Education Special Education Other Educational Services and Subsidies Policy and Support
EDB530	3646	IP Kin-yuen	156	Primary Education Secondary Education
EDB531	3647	IP Kin-yuen	156	Post-secondary, Vocational and Professional Education
EDB532	3648	IP Kin-yuen	156	Secondary Education
EDB533	3649	IP Kin-yuen	156	Primary Education Secondary Education Special Education
EDB534	3650	IP Kin-yuen	156	
EDB535	3651	IP Kin-yuen	156	Post-secondary, Vocational and Professional Education
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EDB540	3656	IP Kin-yuen	156	Primary Education Secondary Education Other Educational Services and Subsidies Policy and Support
EDB541	3657	IP Kin-yuen	156	Primary Education Secondary Education Other Educational Services and Subsidies Policy and Support
EDB542	3658	IP Kin-yuen	156	Primary Education Secondary Education Other Educational Services and Subsidies Policy and Support
EDB543	3659	IP Kin-yuen	156	Secondary Education
EDB544	3663	IP Kin-yuen	156	Primary Education Secondary Education
EDB545	3664	IP Kin-yuen	156	Other Educational Services and Subsidies
EDB546	3665	IP Kin-yuen	156	Other Educational Services and Subsidies Policy and Support
EDB547	3666	IP Kin-yuen	156	
EDB548	3667	IP Kin-yuen	156	Primary Education Secondary Education Other Educational Services and Subsidies Policy and Support
EDB549	3668	IP Kin-yuen	156	Primary Education Secondary Education Other Educational Services and Subsidies Policy and Support
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EDB551	3670	IP Kin-yuen	156	Pre-primary Education
EDB552	3671	IP Kin-yuen	156	Pre-primary Education
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EDB560	4842	IP Kin-yuen	156	Post-secondary, Vocational and Professional Education
EDB561	4847	IP Kin-yuen	156	Policy and Support
EDB562	4848	IP Kin-yuen	156	Secondary Education
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EDB564	4855	IP Kin-yuen	156	Special Education
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EDB566	4542	KWOK Ka-Ki	156	Director of Bureau's Office
EDB567	4543	KWOK Ka-Ki	156	Director of Bureau's Office
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EDB569	4601	KWOK Ka-Ki	156	Secondary Education
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EDB571	4608	KWOK Ka-Ki	156	Primary Education
EDB572	4609	KWOK Ka-Ki	156	Primary Education
EDB573	4610	KWOK Ka-Ki	156	Primary Education
EDB574	4611	KWOK Ka-Ki	156	Primary Education
EDB575	4612	KWOK Ka-Ki	156	Primary Education
EDB576	4613	KWOK Ka-Ki	156	Secondary Education
EDB577	4614	KWOK Ka-Ki	156	Secondary Education
EDB578	4615	KWOK Ka-Ki	156	Secondary Education
EDB579	4616	KWOK Ka-Ki	156	Secondary Education
EDB580	4617	KWOK Ka-Ki	156	Secondary Education
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EDB587	4777	KWOK Ka-Ki	156	Special Education
EDB588	4778	KWOK Ka-Ki	156	Pre-primary Education Primary Education Secondary Education Special Education Post-secondary, Vocational and Professional Education
EDB589	4779	KWOK Ka-Ki	156	Pre-primary Education Primary Education Secondary Education
EDB590	4780	KWOK Ka-Ki	156	Pre-primary Education Primary Education Secondary Education Post-secondary, Vocational and Professional Education
EDB591	4781	KWOK Ka-Ki	156	Pre-primary Education Primary Education Secondary Education Special Education Post-secondary, Vocational and Professional Education
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EDB597	4009	LAU Siu-lai	156	Primary Education
EDB598	4010	LAU Siu-lai	156	Secondary Education
EDB599	4011	LAU Siu-lai	156	Pre-primary Education
EDB600	4012	LAU Siu-lai	156	Primary Education
EDB601	4013	LAU Siu-lai	156	Secondary Education
EDB602	4014	LAU Siu-lai	156	Pre-primary Education
EDB603	4015	LAU Siu-lai	156	Primary Education
EDB604	4016	LAU Siu-lai	156	Secondary Education
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EDB608	4037	LAU Siu-lai	156	Post-secondary, Vocational and Professional Education
EDB609	4051	LAU Siu-lai	156	Post-secondary, Vocational and Professional Education
EDB610	6389	LAU Siu-lai	156	Post-secondary, Vocational and Professional Education
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EDB647	4240	CHAN Tanya	173	Student Assistance Scheme
EDB648	4241	CHAN Tanya	173	Student Assistance Scheme
EDB649	4242	CHAN Tanya	173	Student Assistance Scheme
EDB650	4243	CHAN Tanya	173	Student Assistance Scheme
EDB651	4244	CHAN Tanya	173	Student Assistance Scheme
EDB652	4245	CHAN Tanya	173	Student Assistance Scheme
EDB653	4246	CHAN Tanya	173	Student Assistance Scheme
EDB654	4247	CHAN Tanya	173	Student Assistance Scheme
EDB655	4248	CHAN Tanya	173	Student Assistance Scheme
EDB656	4249	CHAN Tanya	173	Student Assistance Scheme
EDB657	4250	CHAN Tanya	173	Student Assistance Scheme
EDB658	6775	CHAN Tanya	173	Student Assistance Scheme
EDB659	6016	CHEUNG Chiu-hung, Fernando	173	Student Assistance Scheme
EDB660	6019	CHEUNG Chiu-hung, Fernando	173	Student Assistance Scheme
EDB661	6023	CHEUNG Chiu-hung, Fernando	173	Student Assistance Scheme
EDB662	6024	CHEUNG Chiu-hung, Fernando	173	Student Assistance Scheme
EDB663	6028	CHEUNG Chiu-hung, Fernando	173	Student Assistance Scheme
EDB664	6034	CHEUNG Chiu-hung, Fernando	173	Student Assistance Scheme
EDB665	6575	CHEUNG Chiu-hung, Fernando	173	Student Assistance Scheme
EDB666	7065	CHEUNG Chiu-hung, Fernando	173	Student Assistance Scheme

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EDB668	7135	CHEUNG Chiu-hung, Fernando	173	Student Assistance Scheme
EDB669	3615	IP Kin-yuen	173	Student Assistance Scheme
EDB670	4845	IP Kin-yuen	173	Student Assistance Scheme
EDB671	3408	LEUNG Yiu-chung	173	Student Assistance Scheme Low-income Working Family Allowance
EDB672	6876	LEUNG Yiu-chung	173	Student Assistance Scheme Low-income Working Family Allowance
EDB673	4435	SHIU Ka-chun	173	Student Assistance Scheme
EDB674	4440	SHIU Ka-chun	173	Student Assistance Scheme
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EDB677	4217	CHAN Tanya	190	University Grants Committee
EDB678	4218	CHAN Tanya	190	University Grants Committee
EDB679	4219	CHAN Tanya	190	University Grants Committee
EDB680	4220	CHAN Tanya	190	University Grants Committee
EDB681	4221	CHAN Tanya	190	University Grants Committee
EDB682	4222	CHAN Tanya	190	University Grants Committee
EDB683	4223	CHAN Tanya	190	University Grants Committee
EDB684	4225	CHAN Tanya	190	University Grants Committee
EDB685	4226	CHAN Tanya	190	University Grants Committee
EDB686	4227	CHAN Tanya	190	University Grants Committee
EDB687	4228	CHAN Tanya	190	University Grants Committee
EDB688	4229	CHAN Tanya	190	University Grants Committee
EDB689	4230	CHAN Tanya	190	University Grants Committee
EDB690	4231	CHAN Tanya	190	University Grants Committee
EDB691	4232	CHAN Tanya	190	University Grants Committee
EDB692	4233	CHAN Tanya	190	University Grants Committee
EDB693	4251	CHAN Tanya	190	University Grants Committee
EDB694	4252	CHAN Tanya	190	University Grants Committee
EDB695	4281	CHAN Tanya	190	University Grants Committee
EDB696	4282	CHAN Tanya	190	University Grants Committee
EDB697	4283	CHAN Tanya	190	University Grants Committee
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EDB699	4285	CHAN Tanya	190	University Grants Committee
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EDB704	4290	CHAN Tanya	190	University Grants Committee
EDB705	5165	CHAN Tanya	190	University Grants Committee
EDB706	5172	CHAN Tanya	190	University Grants Committee
EDB707	5173	CHAN Tanya	190	University Grants Committee
EDB708	5174	CHAN Tanya	190	University Grants Committee
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EDB710	5176	CHAN Tanya	190	University Grants Committee
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EDB712	5178	CHAN Tanya	190	University Grants Committee
EDB713	5188	CHAN Tanya	190	University Grants Committee
EDB714	5259	CHAN Tanya	190	University Grants Committee
EDB715	5262	CHAN Tanya	190	University Grants Committee
EDB716	5266	CHAN Tanya	190	University Grants Committee
EDB717	6769	CHAN Tanya	190	University Grants Committee
EDB718	6770	CHAN Tanya	190	University Grants Committee
EDB719	6771	CHAN Tanya	190	University Grants Committee
EDB720	6772	CHAN Tanya	190	University Grants Committee
EDB721	6774	CHAN Tanya	190	University Grants Committee
EDB722	6778	CHAN Tanya	190	University Grants Committee
EDB723	5325	CHEUNG Chiu-hung, Fernando	190	University Grants Committee
EDB724	5494	CHEUNG Chiu-hung, Fernando	190	University Grants Committee
EDB725	5723	CHEUNG Chiu-hung, Fernando	190	University Grants Committee
EDB726	5724	CHEUNG Chiu-hung, Fernando	190	University Grants Committee
EDB727	5725	CHEUNG Chiu-hung, Fernando	190	University Grants Committee
EDB728	6606	CHEUNG Chiu-hung, Fernando	190	University Grants Committee
EDB729	3578	IP Kin-yuen	190	University Grants Committee
EDB730	3616	IP Kin-yuen	190	University Grants Committee
EDB731	3617	IP Kin-yuen	190	University Grants Committee
EDB732	3618	IP Kin-yuen	190	University Grants Committee
EDB733	3619	IP Kin-yuen	190	University Grants Committee
EDB734	3620	IP Kin-yuen	190	University Grants Committee
EDB735	3621	IP Kin-yuen	190	University Grants Committee
EDB736	3622	IP Kin-yuen	190	University Grants Committee
EDB737	3623	IP Kin-yuen	190	University Grants Committee
EDB738	3624	IP Kin-yuen	190	University Grants Committee
EDB739	3626	IP Kin-yuen	190	University Grants Committee
EDB740	3627	IP Kin-yuen	190	University Grants Committee
EDB741	3634	IP Kin-yuen	190	University Grants Committee
EDB742	3638	IP Kin-yuen	190	University Grants Committee

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EDB744	7124	IP Kin-yuen	190	University Grants Committee
EDB745	5248	KWOK Wing-hang, Dennis	190	University Grants Committee
EDB746	5253	KWOK Wing-hang, Dennis	190	University Grants Committee
EDB747	6678	KWOK Wing-hang, Dennis	190	University Grants Committee
EDB748	6679	KWOK Wing-hang, Dennis	190	University Grants Committee
EDB749	6128	LEUNG Kenneth	190	University Grants Committee
EDB750	6145	LEUNG Kenneth	190	University Grants Committee
EDB751	6835	LEUNG Yiu-chung	190	University Grants Committee
EDB752	4890	MA Fung-kwok	190	University Grants Committee
EDB753	3455	SHEK Lai-him, Abraham	190	University Grants Committee
EDB754	3464	SHEK Lai-him, Abraham	190	University Grants Committee
EDB755	4436	SHIU Ka-chun	190	University Grants Committee
EDB756	4438	SHIU Ka-chun	190	University Grants Committee
EDB757	4439	SHIU Ka-chun	190	University Grants Committee
EDB758	5782	TSE Wai-chun, Paul	190	University Grants Committee
EDB759	5790	TSE Wai-chun, Paul	190	University Grants Committee
EDB760	3971	YEUNG Alvin	190	University Grants Committee
EDB761	3972	YEUNG Alvin	190	University Grants Committee
EDB762	3973	YEUNG Alvin	190	University Grants Committee
EDB763	3974	YEUNG Alvin	190	University Grants Committee
EDB764	3975	YEUNG Alvin	190	University Grants Committee

CONTROLLING OFFICER'S REPLY

EDB001

(Question Serial No. 2884)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not specified
Programme: (8) Policy and Support
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

It is stated under this Programme that the Education Bureau will continue to oversee and improve the implementation of the Basic Competency Assessment. Would the Administration advise this Committee of the following:

(1) What are the staff establishment, estimated annual expenditure on emoluments and operational expenses involved in overseeing and improving the implementation of the Basic Competency Assessment under this Programme in 2017-18?

(2) In its reply 2016, the Administration informed this Committee that the contract sum on TSA under the 2015-2018 contract was \$296 million and the average expenditure per year was \$74 million. Is the expenditure relating to the Basic Competency Assessment Research Study 2017 covered by this contract? If yes, what is the 2017-18 expenditure for the Basic Competency Assessment Research Study 2017 under this contract?

(3) If the 2017-18 expenditure for the Basic Competency Assessment Research Study 2017 is not covered by the 2015-2018 contract for TSA, what are the operational expenses relating to the Basic Competency Assessment Research Study 2017 in the current year?

(4) It is learnt that the Deputy Secretary for Education (5) is responsible for reviewing TSA. What is the annual expenditure on emoluments for this post in 2017-18?

(5) Regarding the net increase of 36 posts in 2017-18, what are the post titles, responsibilities and annual expenditure on emoluments?

Asked by: Hon CHAN Chi-chuen (Member Question No. 39)

Reply:

(1) The manpower and the relevant staff costs in relation to the Basic Competency Assessment project are subsumed under the overall expenditure of the Education Bureau (EDB).

(2) & (3)

The EDB has commissioned the Hong Kong Examinations and Assessment Authority (HKEAA) to administer the Basic Competency Assessment project, including Territory-wide System Assessment (TSA). In response to the community's concerns, the Coordinating Committee on Basic Competency Assessment and Assessment Literacy (the Committee) was tasked to conduct a comprehensive review on the arrangement of TSA. Taking into account the recommendations of the Committee, the 2016 Tryout Study

(Primary 3) (2016 Tryout Study) was implemented in 2016. In 2017, with a view to expanding the scope of study, the Basic Competency Assessment Research Study (Research Study) is being implemented. The initiatives have been carried out under the Basic Competency Assessment project. 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 and related study under the project for the contract period of 2015-2018 is set out below:

Contract period	Expenditure on TSA and related study under the project (\$ million)	Average expenditure per year (\$ million)
2015-2018	290	73

(4) The annual salary for Deputy Secretary for Education (5) (DS(Ed)5) is \$2.39 million. ^{Notes 1 and 2}

(5) The increase of 36 posts under Programme 8 in 2017-18 is the net result of the planned creation of 48 posts and planned deletion of 12 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>
Senior Education Officer (Administration)	1	1.36
Education Officer (Administration)	1	0.97
Assistant Education Officer (Administration)	12	7.46
Senior Inspector	1	1.10
Inspector (Graduate)	3	2.66
Assistant Inspector (Graduate)	1	0.65
Structural Engineer	1	0.97
Senior Clerk of Works	1	0.85
Systems Manager	1	0.97
Analyst/Programmer I	2	1.43
Analyst/Programmer II	2	0.94
Executive Officer I	3	2.14
Executive Officer II	2	0.94
Treasury Accountant	1	0.93
Accounting Officer II	2	0.90
Supplies Supervisor II	1	0.26
Senior Clerical Officer	1	0.54
Clerical Officer	3	1.23

Assistant Clerical Officer	8	2.04
Workman II	1	0.16
Sub-total (A):	48	

<u>Rank</u>	<u>Posts to be deleted</u>	<u>Annual Salary</u> ^{Note 1} <u>(\$million)</u>
Senior Education Officer (Administration)	-1	1.36
Assistant Education Officer (Administration)	-1	0.62
Senior Inspector	-1	1.10
Assistant Inspector (Graduate)	-6	3.90
Executive Officer I	-1	0.71
Treasury Accountant	-1	0.93
Accounting Officer I	-1	0.71
Sub-total (B):	-12	
Net Total [(A)+(B)]:	36	

The 36 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 the Territory-wide System Assessment only accounts for a very small part of DS(Ed)5's duties.

- End -

CONTROLLING OFFICER'S REPLY

EDB002

(Question Serial No. 3211)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

Under this programme, it is stated that the Education Bureau will continue to implement initiatives to enhance the development of Hong Kong as a regional education hub, including 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. Would the Administration please inform this Committee of the following:

- (1) In 2017-18, 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?
- (2) In 2017-18, what are the staffing, estimated annual expenditure on emoluments and operational expenses for enhancing the development of Hong Kong as a regional education hub?
- (3) What are the operational expenses, staffing, estimated annual expenditure on emoluments for this programme in 2017-18?

Asked by: Hon CHAN Chi-chuen (Member Question No. 51)

Reply:

In recent years, we have been taking steps to enhance the development of Hong Kong as a regional education hub. Attractive policies have been put in place, including doubling the non-local student quotas, establishing the HKSAR Government Scholarship Fund, relaxation of immigration and employment restrictions for non-local students, etc.

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 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), 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 to be granted in 2017-18 will amount to at most \$2.4 million, and it will be funded by the investment income generated from the Scholarship Fund.

For 2017-18, the financial provision for the operational expenses for Programme 7 (Post-secondary, Vocational and Professional Education) covers subventions and other charges. No personal emoluments will be charged to this Programme. The manpower and related expenditure for implementing the initiatives to facilitate the development of Hong Kong as a regional education hub will be subsumed under the establishment and provision for the Education Bureau.

- End -

CONTROLLING OFFICER'S REPLY

EDB003

(Question Serial No. 0347)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (5) Special Education

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

Director of Bureau: Secretary for Education

Question:

The Government plans to provide the one-off grants of \$150,000 and \$100,000 each to secondary and primary schools and to special schools respectively in 2017/18 school year for the promotion of understanding of the Chinese history and culture. In this connection, would the Government advise this Committee of:

- a) How are schools going to use the grant after receiving it? Is there any guidelines available from the Bureau? For instance, how many relevant programmes do schools need to deliver every year?
- b) How is the government going to measure the effectiveness of the grant?
- c) Does Chinese history and culture cover Hong Kong history? Among the programmes organised by schools, is there any requirement on the balance of activity relating to Chinese history and Hong Kong history?

Asked by: Hon CHAN Kin-por (Member Question No. 2)

Reply:

After the passage of the Appropriation Bill 2017, the Education Bureau (EDB) would issue to schools some guidelines on the use of the one-off grant for the promotion of Chinese history and culture (hereafter the grant) in the form of a Circular Memorandum. In accordance with their school context and development needs, schools may flexibly deploy the grant to support teachers to improve their teaching, and develop school-based activities that are related to Chinese history and culture education. Measures could include producing high quality electronic or other relevant learning and teaching resources, supporting teachers to participate in interflow activities on learning and teaching in the Mainland and organising joint school activities or competitions between local schools or between schools in Hong Kong and the Mainland to promote interchange and dissemination of good practices. Schools could decide the frequency of events as they deem appropriate.

Schools are required to comply with the guidelines promulgated by EDB when using the grant, and have to set out the income and expenditure in its audited accounts to be submitted to EDB annually. EDB will also collect schools' feedback, in particular on students' participation and interest, to gauge the effectiveness of the grant through various channels, including focus groups meetings and curriculum development visits.

The past development of Hong Kong is a part of Chinese history and culture education for facilitating students' understanding of Hong Kong and the close relationship between Hong Kong and the Mainland. Schools may flexibly deploy the grant to organise activities that are related to Chinese history and Hong Kong's past development, and decide on the proportion of activities as they deem appropriate.

- End -

CONTROLLING OFFICER'S REPLY

EDB004

(Question Serial No. 0493)

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

It is indicated under Programme (2) that the Government will allocate more resources to implement the Free Quality Kindergarten Education Scheme (KG Scheme), under which most of the half-day kindergarten places will be free-of-charge. In this connection, would the Government advise this Committee of the following:

- (a) Is there any plan to further extend the coverage of the KG Scheme so that whole-day and long whole-day kindergarten places are also free-of-charge or parents will pay school fees which are at a low level? If no, what are the reasons?
- (b) Given the rent or salary costs, some kindergartens have no alternative but to lay off teaching staff or merely recruit newly inducted teachers to bring down the costs for the purpose of offering free education. Has the Government rendered support to address the specific needs of individual kindergartens?
- (c) As the turnover rate of kindergarten teachers keeps increasing, is there any timetable to adopt a pay scale for kindergarten teachers? Are there any measures to lower the turnover rate before the effectuation of the pay scale?

Asked by: Hon CHAN Kin-por (Member Question No. 1)

Reply:

(a)

The kindergarten (KG) sector is characterised by a high level of flexibility, diversity and vibrancy. In light of the existing diverse operating modes of KGs and different development targets of individual school sponsoring bodies, it does not represent prudent use of public money for the Government to commit totally free KG education for every student or to subsidise every facet of the present and future KG education. Existing evidence from researches and studies precludes drawing conclusions that whole-day (WD) programmes are more favourable to young children than half-day (HD) programmes. Studies show that family education plays a crucial and complementary role in shaping young children. A HD programme can achieve the requirements of the curriculum and would allow relatively more family time for young children to play and interact with their family in a less-structured and more relaxing setting to nurture their bonding and sense of security. Although many countries offer WD services for parents as an option, it is not a common practice internationally to provide free WD KG service for all children from three to six years of age.

Having considered the developmental needs of children and overseas practices, we are of the view that the basic tenet of the new policy is that the Government's subsidy to each eligible KG would be sufficient for it

to provide quality HD services according to the standards prescribed by the Government. Notwithstanding that, to unleash the potential of the local labour force under the population policy, under the free quality KG education policy to be implemented starting from the 2017/18 school year, we will provide, on a co-payment basis with parents, an additional provision of 30% and 60% for eligible KGs offering WD and long WD services respectively. As the Government has provided additional subsidy, school fees will be at a low level. Needy families may be granted fee remission (at three subsidy levels of 100%, 75% or 50%). In view of the foregoing, we do not have plans to further increase government subsidy for WD and long WD KG places at this stage.

(b)

Starting from the 2017/18 school year, the Education Bureau (EDB) will provide direct subsidy for KGs joining the Free Quality KG Education Scheme (Scheme). Funding will be provided basically on a per student basis in the form of a basic unit subsidy. In addition, school-specific grants including, among others, rental subsidy and tide-over grant, etc. will be provided to cater for the special circumstances of individual KGs or students. In principle, government subsidy would be sufficient for KGs to provide quality HD services. Notwithstanding this, individual KGs may have to charge schools fees, which are estimated to be at low level, for their HD programmes, to defray expenses on rent that are not fully covered by rental subsidy. To increase the number of KGs that will not have to charge school fees to defray rental expenses, EDB will explore feasible measures to provide more Government-owned quality KG premises. As a long-term strategy, adequate space would be earmarked for KG use in new public housing estates with new demand, and we will explore the feasibility of increasing Government-owned KG premises in accordance with the established mechanisms for site search and/or premises allocation as appropriate. We will also explore the feasibility of co-location of KGs and primary schools.

As regards teachers' salaries, the basic HD unit subsidy covers expenses on salaries for teaching and supporting staff (calculated at the maximum point of the salary ranges for principals and clerks, and mid-point of the recommended salary ranges for other teaching and supporting staff) and other operating costs. Hence, in principle, it would be sufficient for KGs to defray expenditure on teachers' salary. For KGs which have a large number of long-serving teachers who are receiving higher salaries, they may apply for a one-off time-limited tide-over grant for two years starting from the 2017/18 school year. EDB will review the utilisation of funding in the 2018/19 school year and take follow-up actions as appropriate to ensure smooth migration of KGs to the new policy as well as achievement of the objectives of free quality KG education policy.

(c)

The wastage rates (Note 1) of teachers in local non-profit-making KGs in each of the past three school years (i.e. 2014/15, 2015/16 and 2016/17 (Note 2)) were generally steady at 8.5%, 7.7% and 9.8% respectively. According to the information provided by KGs, common reasons for the KG teachers leaving the sector include marriage, child caring, taking up employment outside the profession, retirement, further studies, illness and migration, etc.

For retaining and attracting quality teachers and maintaining a stable teaching force for providing quality KG education, a career ladder and competitive remuneration for teachers are conducive factors. Under the Scheme, a three-level teaching staff structure with principal, senior teachers and class teachers is considered appropriate for a KG. For some KGs, a vice-principal may be needed to assist the principal in overseeing the school administration, curriculum development and operation matters. On teachers' salary, EDB provides a salary range for each teaching position for KGs to remunerate their teachers within the range. Taking the salary of basic rank teachers as an example, in the 2017/18 school year, the salary will range between \$20,770 and \$36,930, which is a significant increase over the median salary (about \$20,000) of teachers under the Pre-primary Education Voucher Scheme in the 2015/16 school year. We expect that KG teachers' salary will be further raised under the Scheme.

As regards a mandatory salary scale for KG teachers, salary-related practices under the funding mode of aided schools could not be applied to KGs in isolation. In the aided sector, the funding mode is tied with several inter-connected components, such as EDB's annual approval for the number of operating classes which in turn determines the staff establishment, and is subject to a basket of control measures under the

Government's prudent and balanced planning of school places operated through school place allocation systems. If the aided school funding mode is adopted in the KG sector, it may result in packing of classes and teacher redundancy in KGs in times of enrolment drop. Besides, KGs would become less flexible in operating HD and WD classes to meet the needs of parents.

As compared to a mandatory salary scale in which teacher salary is determined solely in accordance with seniority, it is appropriate and fit to provide KGs with salary ranges which could ensure competitiveness while at the same time allow flexibility for the KG management to decide on their staff remuneration, taking into account their qualifications, teaching experience, performance, additional duties, training received and special skills possessed, etc. In light of the above, we have no plans to provide a mandatory salary scale for KG teachers at this stage. We will continue to listen to views of various stakeholders.

Note 1: "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 2: The figures of the 2016/17 school year are provisional.

- End -

CONTROLLING OFFICER'S REPLY

EDB005

(Question Serial No. 0494)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not specified
Programme: (7) Post-secondary, Vocational and Professional Education
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

Regarding vocational and professional education under Programme (7), there has been a downward trend in the number of full-time vocational and professional education student places offered by the Vocational Training Council (VTC). In this connection, please inform this Committee of the following:

- (a) The reasons for the decline in the number of places offered by the VTC.
- (b) The top ten most popular VTC courses in the past year.
- (c) The employment rate among full-time graduates who are economically active generally reaches 80%. What are the three sectors with the highest employment rates and their respective percentages? What are the three sectors with the lowest employment rates and their respective percentages?
- (d) Will the VTC further extend the Pilot Training and Support Scheme to attract young people to join different sectors?

Asked by: Hon CHAN Kin-por (Member Question No. 3)

Reply:

(a) The Vocational Training Council (VTC) has adjusted downward the number of full-time vocational and professional education student places in light of the decline of the senior secondary student population.

(b) The 10 most popular full-time subvented programmes, being listed as the first choice of applicants, offered by VTC in the 2016/17 academic year are as follows (in alphabetical order):

- Higher Diploma in Aircraft Maintenance Engineering
- Higher Diploma in Building Services Engineering
- Higher Diploma in Child Care and Education
- Higher Diploma in Civil Engineering
- Higher Diploma in Culinary Arts
- Higher Diploma in Electrical Engineering
- Higher Diploma in Hotel and Catering Management
- Higher Diploma in Product, Interior and Exhibition Design (Subject Group)
- Higher Diploma in Sports Coaching
- Higher Diploma in Tourism and MICE

(c) The disciplines with the highest and the lowest employment rate of economically active full-time 2015 graduates of VTC are as follows –

Academic Discipline of Graduates*	Employment Rate (of economically active graduates)
<u>With the highest employment rates</u> - Childcare, Elderly and Community Services - Engineering - Business Administration	90% - 96%
<u>With the lowest employment rates</u> - Hotel, Service & Tourism Studies - Information Technology - Design	84% - 89%

* Covering both subvented and self-financing programmes

(d) 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, 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. Among others, the Task Force recommended to extend the Pilot Scheme to benefit more students pending a review. According to a review conducted by VTC in 2015, the Pilot Scheme in general was well received by the participating employers and students. Therefore, the Government extended 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. The Pilot Scheme may be further extended in case there are unexpended funds after implementing for four cohorts.

The Government and VTC will review the operation of the Pilot Scheme having regard to relevant data such as the percentage of trainees who successfully completed the apprenticeship training, the percentage of trainees who subsequently joined the relevant trades as apprentices and the retention rate of participants in the relevant industries in order to determine the way forward after the pilot run.

- End -

CONTROLLING OFFICER'S REPLY**EDB006****(Question Serial No. 0098)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (000) Operational expensesProgramme: (2) Pre-primary Education, (3) Primary Education, (4) Secondary Education, (5) Special Education, (6) Other Educational Services and Subsidies, (7) Post-secondary, Vocational and Professional Education, (8) Policy and SupportControlling Officer: Permanent Secretary for Education (Mrs Marion LAI)Director of Bureau: Secretary for EducationQuestion:

Regarding the Government's initiative to subsidise students to participate in Mainland exchange programmes, please provide the following information:

- a) Over the past 5 years, what are the respective numbers of post-secondary, secondary and primary school students who have received subsidies to join Mainland exchange programmes? Please also advise on the amount of subsidies provided, the Mainland cities visited, the dates and content of exchange programmes, as well as the total expenditure involved.
- b) In 2017/18, what are the estimated respective numbers of post-secondary, secondary and primary school students to be subsidised by the Government to join Mainland exchange programmes? What are the details and the estimated expenditure involved?

Asked by: Hon CHAN Tanya (Member Question No. 51)Reply:

a) The Education Bureau provides subsidies for students to join Mainland exchange programmes which cover different provinces and cities in the Mainland with varying duration throughout the school years. The programmes consist of different learning elements/themes that enable participants to gain first-hand experience of our country's development in aspects of history, culture, economics, career education, science and technology etc. from multiple perspectives.

The number of post-secondary, secondary and primary school students who had received subsidies to join Mainland exchange programmes over the past five years (2012-13, 2013-14, 2014-15, 2015-16 and 2016-17) 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
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	33 000	22 200	12.3	43.4	14.8
2016-17 ⁺	3 500	36 400	21 500	10.6	44.8	14.0

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 students to be subsidised to join Mainland exchange programmes in 2017-18 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
2017-18	3 300	60 700	41 800	10.2	78.5	32.0

- End -

CONTROLLING OFFICER'S REPLY**EDB007****(Question Serial No. 0103)**

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) 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 2016-17.

Asked by: Hon CHAN Tanya (Member Question No. 53)

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	2016-17
	<i>(from 1 July 2012 to 31 March 2013)</i>				
Secretary for Education	2.54	3.38	3.42	3.58	3.58
Under Secretary for Education	0.89*	2.20	2.22	2.33	2.33
Political Assistant to Secretary for Education	0.48*	1.18	1.20	1.25	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

EDB008

(Question Serial No. 0106)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) 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 bureau 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 2017/18? If it has, what are the details? If not, what are the reasons for that?
- f) Regarding the disposal of vacant school premises by the EDB as stated in the Report No.65 of the Director of Audit in 2015, what improvement works have the EBD undergone? What are the details and the expenditure?

Asked by: Hon CHAN Tanya (Member Question No. 54)

Reply:

(a) & (c) As at March 2017, there are a total of 24 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 site investigation and school design, are being carried out in accordance with the prevailing procedure. A breakdown of the 24 reserved school sites by districts with their location, site area and planned use is set out in Table (1). Among them, funding approval for projects on six reserved school sites was obtained from the Finance Committee (FC) of the Legislative Council (LegCo) in the 2014-15 LegCo Session with the school building works already underway; projects on three reserved school sites were approved in the LegCo Session in 2015-16 with the school building works commenced in 2016; while projects on another two

reserved school sites would be submitted for funding approval from FC in the 2016-17 LegCo Session. For the remaining 13 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	To Kwa Wan	8 000	Two Special Schools	12 each	(i)
2	Kowloon City	Kai Tak Development	7 500	Secondary School	30	(i)
3	Kowloon City	To Kwa Wan	7 700	Secondary School	30	(iii)
4	Kowloon City	Ho Man Tin	7 800	Primary School	24	(iv)
5	Kowloon City	Kowloon Tong	7 700	Two Special Schools	12 and 24 respectively	(iii)
6	Kwun Tong	Jordan Valley	6 900	Special School	18	(i)
7	Kwun Tong	Anderson Road	7 500	Secondary School	30	(iii)
8	Kwun Tong	Anderson Road	6 500	Primary School	30	(i)
9	Kwun Tong	Anderson Road	7 200	Primary School	30	(iii)
10	Eastern	North Point	12 300	Primary School	24	(i)
11	Eastern	North Point	(Total)	Primary School	24	(i)
12	North	Fanling	7 100	Primary School	36	(i)
13	North	Fanling	6 100	Primary School	30	(iii)
14	North	Fanling	6 200	Primary School	30	(iii)
15	Sham Shui Po	Cheung Sha Wan	6 500	Primary School	30	(ii)
16	Sham Shui Po	Cheung Sha Wan	4 400	Special School	12	(i)
17	Sham Shui Po	Cheung Sha Wan	6 200	Primary School	30	(iii)
18	Sai Kung	Tseung Kwan O	6 200	Primary School	30	(iv)
19	Sai Kung	Tseung Kwan O	7 000	Secondary School	30	(iv)
20	Sai Kung	Tseung Kwan O	7 400	Secondary School	30	(iii)
21	Tuen Mun	Tuen Mun West	7 100	Special School	16	(i)
22	Islands	Tung Chung	5 800	Special School	18	(ii)
23	Sha Tin	Shui Chuen O	8 700	Primary School	30	(iii)
24	Tsuen Wan	Tsuen Wan West	5 800	Primary School	30	(iv)

Remarks:

- (i) Funding approval has been obtained from FC of LegCo for the school building project.
- (ii) Funding approval would be sought from FC of LegCo in the 2016-17 LegCo 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. 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, and the educational needs and relevant policy initiatives 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.

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 inform PlanD and other relevant departments (such as the Lands Department (LandsD) and the Housing Department (HD)) for PlanD's consideration of suitable alternative long-term uses in accordance with the central clearing house mechanism.

As at end-February 2017, there are 18 VSP and two partial VSP under EDB's purview which are earmarked/retained for school or other educational uses (including those not yet been confirmed as being no longer required by EDB). Information on these premises is set out in Table (2) below.

Table (2) – 18 VSP and two partial VSP under EDB's purview (position as at end-February 2017)

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)
1	Wanchai	2006/07	2 000
2	Wanchai	2007/08	6 500
3	Eastern	2011/12	600# [Partly vacant]
4	Southern	2012/13	6 000
5	Kwun Tong	2011/12	2 900
6	Kowloon City	2013/14	3 200
7	Wong Tai Sin	2016/17	2 400
8	Wong Tai Sin	2016/17	3 700
9	Wong Tai Sin	2016/17	(Total)
10	Sham Shui Po	2013/14	3 700
11	Sham Shui Po	2010/11	2 200
12	Sha Tin	2015/16	3 900
13	Sha Tin	2011/12	5 800#
14	Sha Tin	2010/11	3 900#
15	Sha Tin	2010/11	2 600# [Partly vacant]
16	Tai Po	2006/07	5 200#
17	Tai Po	1999/00	2 400
18	Tsuen Wan	2010/11	3 600#
19	Tuen Mun	2010/11	5 300#
20	Islands	2006/07	5 800

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's purview. There is a need to earmark/retain some VSP to cater for the anticipated future demand for school places and to allow flexible arrangements required for in view of the uncertainty

involved. In addition, EDB needs VSP to flexibly address various and changing needs, including re-provisioning of existing schools to improve their learning and teaching environment or decanting use by schools undergoing in-situ redevelopment or extension works, etc. It is therefore not practicable to impose any fixed target on the length of the vacancy period of a VSP or the 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 earmarked for educational use but suitable for short-term use to relevant bureaux/departments (including the Home Affairs Bureau (HAB), Home Affairs Department (HAD), LandsD, PlanD and Social Welfare Department (SWD)) 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. 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. 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 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 primary school site at Area 40, Fanling has been released to PlanD for alternative use in 2014. 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 institutions.

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 Report No. 65 of the Director of Audit released on 27 October 2015 and the related report of the Public Accounts Committee tabled at LegCo on 17 February 2016, EDB has undertaken a series of measures to improve the handling and disposal of VSP. Firstly, EDB has improved and updated its VSP database from the VSP handling perspective, with a view to adopting appropriate follow-up actions for VSP in a more focused manner. In addition, EDB has conducted a stocktaking exercise which sought to reconcile the records in the VSP database and the school registration database and has identified 108 addresses for LandsD's advice, including the land status and compliance with the related land leases, tenancy agreements or land licenses. Based on LandsD's recent findings, EDB is reviewing whether there is a need to include any of them in the new VSP database and handle them accordingly in accordance with the established procedures. EDB also promulgated the "Procedural Manual on Identification, Screening, Allocation and Management of Vacant School Premises" (the Procedural Manual) in June 2016, setting out clearly the policy objectives and detailed procedures with regard to the handling of VSP within EDB. The Procedural Manual has been disseminated to all sections of EDB which may be involved in the handling of VSP. A briefing session has also been held to enhance EDB officers' understanding of the detailed arrangements set out in the Procedural Manual. EDB would arrange re-circulation of the Procedural Manual on an annual basis and arrange briefing sessions as appropriate.

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 educational use but suitable for short-term use to relevant bureaux/departments (including HAB, HAD, LandsD, PlanD and SWD) 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 subsumed under the recurrent expenditure of EDB. We do not have a separate breakdown on expenditure in this regard.

- End -

CONTROLLING OFFICER'S REPLY**EDB009****(Question Serial No. 0107)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

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 years.

Asked by: Hon CHAN Tanya (Member Question No. 55)

Reply:

The respective numbers of closed, newly operated and existing kindergartens and kindergarten-cum-child care centres by District Council district in the 2014/15, 2015/16 and 2016/17 school years are tabulated as follows:

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

2016/17 school year	No. of kindergartens			No. of kindergarten-cum-child care centres		
	Closed	Newly operated	Existing	Closed	Newly operated	Existing
Central & Western	0	2	19	1	1	24
Wan Chai	0	1	15	1	0	18
Southern	1	2	20	2	0	22
Eastern	1	3	34	0	1	49
Yau Tsim Mong	1	0	14	0	0	24
Sham Shui Po	0	2	28	0	0	21
Kowloon City	1	3	49	2	0	49
Wong Tai Sin	0	0	22	0	0	26
Kwun Tong	1	3	36	0	0	39
Sai Kung	1	0	27	1	1	33
Sha Tin	0	0	36	0	1	42
Tai Po	0	2	20	0	0	18
North	0	1	29	0	0	19
Yuen Long	0	0	44	0	0	30
Tuen Mun	0	1	34	0	0	33
Tsuen Wan	0	0	19	0	0	22
Kwai Tsing	0	0	32	0	0	30
Islands	0	3	22	0	0	15

Note: The above figures include all registered kindergartens and kindergarten-cum-child care centres, including non-profit-making and private independent ones.

- End -

CONTROLLING OFFICER'S REPLY

EDB010

(Question Serial No. 0109)

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 and exchange activities conducted with these authorities by the Secretary for Education and the Under Secretary for Education in the past year and provide in chronological order the following information for each visit:

- (a) purpose and place of visit;
- (b) post titles of Mainland officials met;
- (c) size of entourage and post titles of accompanying officers;
- (d) duration of visit in days;
- (e) travelling expenses;
- (f) accommodation expenses;
- (g) meal expenses;
- (h) expenses on banquets or entertainment;
- (i) expenses on gifts;
- (j) total expenditure;
- (k) whether the visit had been made public prior to departure; if no, the reason(s) for not announcing;
- (l) whether any notes of meeting were taken; and
- (m) the agreement reached.

Asked by: Hon CHAN Tanya (Member Question No. 56)

Reply:

Information about duty visits to the Mainland made by Secretary for Education (SED) and Under Secretary for Education (US(Ed)) in 2016-17 is at Annexes A and B respectively.

Through duty visits to and exchanges with the Mainland, 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 2016-17
(as at 13 March 2017)**

Date of visit	Place of visit	Purpose of visit (Note 1)	Number of official entourage from SED's Office	(A) Expenses on accommodation (\$ (Note 2))	(B) Expenses on air passage (\$ (Note 3))	(C) Other expenses (\$ (Note 4))	Total expenditure incurred by SED & official entourage from SED's Office (\$ (A)+(B)+(C))
10 to 12 May 2016	Chengdu	To join a visit led by the Chief Secretary for Administration to visit Sichuan to conclude the support work in the reconstruction of areas stricken by the earthquake in Wenchuan in 2008	1	4,191	19,636	3,620	27,447
25 May 2016	Nansha	To officiate at the 2016 Nansha-Hong Kong Sister School Contract Signing Ceremony cum Cultural Exchange Activities	2	No expenses as no over-night stay	No air passage (by car)	4,600	4,600
14 June 2016	Shenzhen	To have a meeting with the Shenzhen Municipal Education Bureau and visit two hi-tech enterprises for exchanges on technology education and career and life planning education	2	No expenses as no over-night stay	No air passage (by car)	4,081	4,081
20 to 21 July 2016	Shenzhen and Guangzhou	To attend the Hong Kong/ Guangdong Universities High Level Meeting and conduct education exchanges in Shenzhen and Guangzhou	2	2,637 (Note 5)	No air passage (by car)	4,875 (Note 5)	7,512 (Note 5)
17 to 18 August 2016	Beijing	To have meetings with the Ministry of Education and the Beijing Municipal Education Commission respectively	2	4,889	23,051	3,583	31,523

Date of visit	Place of visit	Purpose of visit (Note 1)	Number of official entourage from SED's Office	(A) Expenses on accommodation (\$ (Note 2))	(B) Expenses on air passage (\$ (Note 3))	(C) Other expenses (\$ (Note 4))	Total expenditure incurred by SED & official entourage from SED's Office (\$ (A)+(B)+(C))
14 September 2016	Guangzhou	To attend the 19th Plenary of the Hong Kong-Guangdong Co-operation Joint Conference	-	No expenses as no over-night stay	No air passage (by train)	420 [in-town transport sponsored by the Guangdong Provincial Government and the sponsored amount is not available]	420
20 to 22 October 2016	Shanghai	To have a meeting with the Shanghai Municipal Education Commission, and to join Hong Kong secondary school students in a Mainland exchange programme	2	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	21,610	18,063	39,673
3 to 4 November 2016	Shenzhen	To officiate at the Guangdong-Hong Kong Sister School Contract Signing Ceremony and to attend the Shenzhen-Hong Kong Principals' Forum 2016	2	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	No air passage (by car)	11,694	11,694
10 to 11 November 2016	Beijing	To attend an international education symposium organised by the Organisation for Economic Co-operation and Development	-	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	11,645	2,564	14,209
15 November 2016	Guangzhou	To address the founding ceremony of the Guangdong-Hong Kong-Macau University Alliance	1	No expenses as no over-night stay	No air passage (by train)	1,317	1,317

Date of visit	Place of visit	Purpose of visit (Note 1)	Number of official entourage from SED's Office	(A) Expenses on accommodation (\$ (Note 2))	(B) Expenses on air passage (\$ (Note 3))	(C) Other expenses (\$ (Note 4))	Total expenditure incurred by SED & official entourage from SED's Office (\$ (A)+(B)+(C))
6 to 7 December 2016	Shanghai	To attend the 4th meeting of the China-UK High-Level People-to-People Dialogue	1	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	10,862	7,187	18,049
15 December 2016	Nansha	To attend the Guangdong-Hong Kong-Macau forum on education co-operation, innovation and entrepreneurship	2	No expenses as no over-night stay	No air passage (by car and by ferry)	4,252	4,252
14 to 15 February 2017	Beijing	To have meetings with the Ministry of Education and the Beijing Municipal Education Commission respectively	2	4,860	23,380	3,936	32,176
10 to 11 March 2017	Haikou	To have a meeting with the Education Department of Hainan Province to explore cooperation in educational matters	1	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	5,824	4,839	10,663

Notes :

- (1) The Secretary for Education would meet local students from Hong Kong where possible.
- (2) The arrangement of hotel accommodation was provided in accordance with the relevant Civil Service Regulations and guidelines.
- (3) Proper class of passages was provided in accordance with the relevant Civil Service Regulations and guidelines, taking into account factors including rank of post, flying time, flight schedule and details.
- (4) Other expenses include overseas subsistence allowance and other incidental expenses related to the duty visits outside Hong Kong. The subsistence allowance is provided in accordance with the relevant Civil Service Regulations and guidelines, which is intended to cover, inter alia, the cost of accommodation, meals and in-town travelling.
- (5) The expenses for the visit made on 20 to 21 July 2016 incurred by the Under Secretary for Education are covered in Annex B.

**Duty visits to the Mainland made by
Under Secretary for Education in 2016-17
(as at 13 March 2017)**

Date of visit	Place of visit	Purpose of visit (Note 1)	Number of official entourage from SED's Office	(A) Expenses on accommodation (\$ (Note 2))	(B) Expenses on air passage (\$ (Note 3))	(C) Other expenses (\$ (Note 4))	Total expenditure incurred by US(Ed) & official entourage from SED's Office (\$ (A)+(B)+(C))
20 to 21 July 2016	Shenzhen and Guangzhou	To accompany the Secretary for Education to attend the Hong Kong/ Guangdong Universities High Level Meeting and conduct education exchanges in Shenzhen and Guangzhou	-	1,319	No air passage (by car)	2,437	3,756
21 to 23 September 2016	Beijing	To lead a delegation from the educational sector of Hong Kong to participate in professional interflow activities in Beijing	-	- [hotel accommodation sponsored by the Ministry of Education in the amount of around \$1,560]	6,760	3,638 [in-town transport sponsored by the Ministry of Education and the sponsored amount is not available]	10,398

Notes :

- (1) The Under Secretary for Education would meet local students from Hong Kong where possible.
- (2) The arrangement of hotel accommodation was provided in accordance with the relevant Civil Service Regulations and guidelines.
- (3) Proper class of passages was provided in accordance with the relevant Civil Service Regulations and guidelines, taking into account factors including rank of post, flying time, flight schedule and details.
- (4) Other expenses include overseas subsistence allowance and other incidental expenses related to the duty visits outside Hong Kong. The subsistence allowance is provided in accordance with the relevant Civil Service Regulations and guidelines, which is intended to cover, inter alia, the cost of accommodation, meals and in-town travelling.

- End -

CONTROLLING OFFICER'S REPLY**EDB011****(Question Serial No. 0119)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) 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 2014/15 to 2016/17 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 2014/15 to 2016/17 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 2014/15 to 2016/17 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 2014/15 to 2016/17 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 CHAN Tanya (Member Question No. 60)

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 at the moment, the number of ethnic minority children by ethnicity as asked in 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 2014/15 to 2016/17 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 universities. 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 admitted was 226, 220 and 265 (provisional) in the 2014/15, 2015/16 and 2016/17 academic 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 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 2014/15 to 2016/17 school years**

Level	2014/15 school year	2015/16 school year	2016/17 school year
Junior Secondary (Secondary 1 – 3)	4 530	4 734	4 804
Senior Secondary (Secondary 4 – 6)	3 694	4 048	4 167

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**EDB012****(Question Serial No. 0120)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (000) Operational expensesProgramme: (3) Primary Education, (4) Secondary Education, (6) Other Educational Services and Subsidies, (8) Policy and SupportControlling Officer: Permanent Secretary for Education (Mrs Marion LAI)Director of Bureau: Secretary for EducationQuestion:

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

1. Please list the numbers of primary and secondary schools that were operated in school premises considered as sub-standard according to the prevailing standards in each of the past 3 years.
2. Please list the numbers of schools which 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, by district council district, the numbers of schools that had yet to receive approval for the above programmes in the past 1 year and give the reasons.
4. In the 2017/18, what will be the Government's measures to facilitate the improvement of school premises of public sector schools? What is the estimated expenditure?

Asked by: Hon CHAN Tanya (Member Question No. 61)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 February 2017, 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 and two of them have been allocated with new school premises for reprovisioning.

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 (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. In the past three financial years, three sites were allocated for reprovisioning purpose and applications from 19 schools were received; while one VSP was allocated for extension purpose and one application was 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 (CWRP) to implement such works so as to improve the facilities of schools in need. In the past three financial years, a total of 26 new minor improvement works projects were approved, involving a total estimated expenditure of about \$286 million.

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

4. In light of the discussion and consensus reached by EDB, the Legislative Council Panel on Education (the Panel) and the sector at the tripartite meetings held in 2016, the Chief Executive announced in his Policy Address on 18 January 2017 the initiative to improve the facilities of the 26 "matchbox-style school premises" (Note 1) with regard to the unique design features of such premises. We have briefed Members of the Panel at its meeting of 13 February 2017 on the related arrangement, including five proposed improvement measures in relation to the common problems arising from the unique design features of these school premises, as well as exploration of potential scope for campus expansion and technically feasible means for better utilising the existing space. The Government will allocate additional resources to take forward the aforementioned improvement scheme. Given that the conditions and needs of these 26 primary school premises vary, the corresponding scope and in turn costs and duration of the works for individual schools would also differ. EDB and our consultants are scheduling meetings with individual schools for in-depth discussions regarding the details of the improvement arrangements, including the works items to cover, priority of such works items and the works programme, in order to finalise the particulars of the works project for individual schools as soon as possible and to commence the improvement works concerned during the 2017 summer break. The total amount of funding required and the cash flow will only be available at a later stage.

In addition, EDB will continue to implement various measures such as reprovisioning and redevelopment programmes to enhance the facilities of the public-sector schools. School premises maintenance works will also be carried out to improve the facilities of these schools through the established mechanism of major repairs and emergency repairs, and about \$1,186 million, representing an increase of about 9% when compared to 2016-17, has been earmarked in 2017-18 for the purpose.

Note 1: Of the 28 public-sector primary schools operating in matchbox-style school premises, two of them have been allocated with new school premises for reprovisioning and hence are not covered in the improvement scheme.

- End -

CONTROLLING OFFICER'S REPLY**EDB013****(Question Serial No. 0210)**

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 the meetings of the Legislative Council's Panel on Education, Bills Committee and sub-committees that the SED and the US(Ed) had attended respectively 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 that 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) Is there a mechanism in the Education Bureau for determining whether it should be the SED or the US(Ed) to attend a Legislative Council meeting? If yes, what are the details?

Asked by: Hon CHAN Tanya (Member Question No. 52)

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	LegCo Year 2016-2017 (up to 14 March 2017)
LegCo meetings	0	32	28	30	23	9
Committee / Panel Meetings	1	29	26	23	29	18
Sub-committee meetings	0	9	10	13	4	2

- (c) Since his assuming the office on 5 November 2012, US(Ed) had attended a total of 10 LegCo meetings and 3 committee meetings in the capacity of Acting SED during the LegCo year 2012-2013 to 2016-2017 (up to 14 March 2017).
- (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

EDB014

(Question Serial No. 1149)

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 estimated expenditures on the salaries and allowances of the Secretary for Education, Under Secretary for Education and Political Assistant to Secretary for Education in 2017-18?

Asked by: Hon CHENG Chung-tai (Member Question No. 1)

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 2017-18 are \$3.58 million, \$2.33 million and \$1.25 million respectively.

- End -

CONTROLLING OFFICER'S REPLY

EDB015

(Question Serial No. 1151)

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

Question:

What are the policy objectives of the Basic Competency Assessment Research Study implemented in all primary schools in Hong Kong? What are the estimated manpower and expenditures for its implementation this year? What specific indicators will be used to evaluate the effectiveness of the Study?

Asked by: Hon CHENG Chung-tai (Member Question No. 3)

Reply:

In response to the community's concern, the Coordinating Committee on Basic Competency Assessment and Assessment Literacy (the Committee) was tasked to conduct a comprehensive review on the arrangement of the Territory-wide System Assessment (TSA). Taking into account the recommendations of the Committee, the 2016 Tryout Study (Primary 3) (2016 Tryout Study) was implemented in 2016. Based on the positive feedback and experience collected from the 2016 Tryout Study, the Committee considered that the four new initiatives for enhancement (i.e. improving assessment papers and question design; enhancing school reports; strengthening professional support measures; and including a questionnaire survey on students' learning attitude and motivation) could effectively address public concerns and recommended extending them to schools in the territory. As a part of the review, and recognising the Basic Competencies are the essential knowledge and skills acquired by students at the end of each key stage to learn effectively at the next stage, the EDB announced in January 2017 that the 2017 Primary 3 Basic Competency Assessment Research Study (Research Study) would be introduced based on the Committee's recommendations which received wide support from schools, parents and school sponsoring bodies. The Research Study will be extended to all primary schools in the territory to allow more schools to participate and understand the new initiatives, and to collect more comprehensive feedback and richer information on the new initiatives to further review related arrangements with a view to continuing to enhance learning and teaching, and to benefit students.

In evaluating the Research Study, we will make reference to the review framework adopted under the 2016 Tryout Study to collect feedback in the following ways:

(i) Quantitative approach

- Questionnaire surveys/opinion surveys: The targets include principals, curriculum leaders, teachers, and parents. The main purpose is to collect stakeholders' views and suggestions on assessment items, reports, various support measures and stakes involved.

(ii) Qualitative approach

- Focus groups/interviews: The targets include principals, curriculum leaders, teachers, and parents. The main purpose is to collect stakeholders' views and suggestions on assessment items, reports, various support measures and stakes involved.
- Case studies: Schools are invited to participate in the case studies, which aim to take a more in-depth look at the support measures, the processes and stakes involved, in a bid to understand how well schools have made effective use of various support measures to enhance their assessment literacy, and also examine the effectiveness and factors affecting the implementation of the Tryout Study at schools, and look into the solutions or views and suggestions.

The manpower and relevant staff costs in relation to the Research Study are subsumed under the overall expenditure of the EDB.

- End -

CONTROLLING OFFICER'S REPLY

EDB016

(Question Serial No. 1152)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (000) Operational Expenses
Programme: (4) Secondary Education, (5) Special Education
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education

Question:

The Education Bureau plans to provide a one-off grant at \$150,000 each to all public sector and Direct Subsidy Scheme (DSS) secondary schools and public sector special schools for the promotion of understanding of Chinese history and culture. How many schools are expected to benefit from it? How will the EDB monitor the use of the grant by the schools? What measures will be taken to ensure that the students, parents and public are informed of the use of the \$150,000 grant?

Asked by: Hon CHENG Chung-tai (Member Question No.4)

Reply:

To promote Chinese history and culture, the Education Bureau (EDB) will provide a one-off grant of \$100,000 and \$150,000 respectively to each public sector and Direct Subsidy Scheme (DSS) primary and secondary school (including special schools), totalling about \$125 million, to help teachers enhance the teaching of General Studies in primary schools as well as Chinese Language, Chinese History and Chinese Literature in primary and secondary schools, so as to enable students to admire and inherit the spirit of excellence and the civilisation of the Chinese people.

After the passage of the Appropriation Bill 2017, EDB would disburse the grant to schools. Schools are required to comply with the guidelines promulgated by EDB when using the grant, and have to set out the income and expenditure in its audited accounts to be submitted to EDB annually.

In accordance with their school context and development needs, schools may flexibly deploy the grant to support teachers to improve their teaching, and develop school-based activities that are related to Chinese history and culture education. Schools are expected to report the evaluation results of the activities covered by the grant to their Incorporated Management Committee/School Management Committee for endorsement. In general, schools would upload such information onto their school websites and have it included in their annual reports which are accessible by the public.

- End -

CONTROLLING OFFICER'S REPLY

EDB017

(Question Serial No. 1154)

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

Question:

The E-Textbook Market Development Scheme has been implemented for several years. Please specifically advise of the achievements to date and the targets expected to be met this year.

Asked by: Hon CHENG Chung-tai (Member Question No. 5)

Reply:

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.

Development of e-textbooks under both phases of EMADS is now completed. Since the launch of the Recommended e-Textbook List (eRTL) in 2014, all 34 sets of e-textbooks developed under EMADS that have undergone the quality assurance mechanism have been included on the eRTL for school use, 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, Computer Education and Life and Society. At the same time, EMADS has pioneered in setting up a new e-textbook market and a quality assurance mechanism. While accepting e-textbooks for different subjects for review by phases since late 2014, 12 sets of e-textbooks developed by publishers in the market have gone through the quality assurance mechanism and have been included on the eRTL for school use, making a total of 46 sets of e-textbooks on the eRTL at present. In addition, an evaluation has been conducted to assess the effectiveness of EMADS and the findings, which will form part of those on the impact on classroom learning and teaching in the context of the promotion of e-learning, are being compiled.

- End -

CONTROLLING OFFICER'S REPLY**EDB018****(Question Serial No. 1286)**

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:

In this year estimates of expenditure, the Education Bureau has not mentioned any specific measures to prevent students from committing suicide. Apart from relying on the School-based Educational Psychology Service and educational psychologists, what support measures will be given to schools and teachers? What specific policies does the EDB have to alleviate the pressure on teachers brought about by administrative duties and learning pressure of students?

Asked by: Hon CHENG Chung-tai (Member Question No. 30)

Reply:

With the recommendations of the Committee on Prevention of Student Suicides, starting from the 2016/17 school year, the Education Bureau (EDB), in collaboration with relevant bureaux and departments, has put forward various measures to enhance support for schools to take care of students in need, which are directed at three levels, namely "Universal", "Selective" and "Indicated". Universal prevention strategies are designed to reach all students aiming to strengthen protective factors. Selective prevention strategies target vulnerable students. Indicated prevention strategies target students with suicidal risk.

At the Universal level, the Joyful@School Campaign has been launched in schools jointly by the Department of Health and EDB with an aim to enhancing students' knowledge and understanding about mental health and their competency in coping with environmental changes. Schools can submit applications to the Quality Education Fund through the simplified application mechanism for funding not exceeding \$150,000 to implement related activities under the Campaign.

At the Selective level, EDB will conduct professional development programmes for teachers, which include elementary training for teachers at large and in-depth training for designated teachers, as well as develop screening tools and materials, to raise their awareness on mental health and help them early detect and support students with mental health needs including those with suicidal risks. Subsidy for supply teachers will be offered to schools as appropriate.

At the Indicated level, as announced in the 2017 Policy Address, starting from the 2017/18 school year, the Learning Support Grant that EDB provides for public sector mainstream primary and secondary schools will cover students with mental illness so that schools will have additional resources to provide appropriate services, such as arranging for counselling and emotional support, etc. The estimated expenditure in the 2017-18 financial year is about \$30 million. In addition, the Food and Health Bureau, in collaboration with EDB, the Hospital Authority (HA) and the Social Welfare Department launched a two-year pilot scheme "Student Mental Health Support Scheme" based on a medical-educational-social collaboration model in 17 schools by two phases from the 2016/17 school year to the 2017/18 school year. Under the pilot scheme, a

multi-disciplinary team is formed in each school comprising a psychiatric nurse of HA, designated teacher(s) and a school social worker as the core members to work closely with the psychiatric teams of HA, the school-based educational psychologists, relevant teachers and social workers from relevant social service units for the provision of support services to students with mental health needs and their carers.

Since the 2011/12 school year, the Pilot Project on Strengthening Schools' Administration Management (Pilot Project) has been implemented to help schools strengthen their school administration management as well as streamline procedures. In the light of the successful experience and good foundation of the Pilot Project, a one-off Strengthening School Administration Management Grant at \$0.25 million has been provided in 2016 for public sector and Direct Subsidy Scheme schools which had not participated in the Pilot Project before, with a view to facilitating schools to review their daily operation and establish a more effective administration management mechanism, thereby enhancing efficiency and unleashing teachers' capacity. We will also continue to enhance the Web-based School Administration and Management System to further strengthen our support to all schools.

EDB works alongside the Curriculum Development Council in reviewing on an ongoing basis the primary and secondary curricula to explore ways of catering better for learner diversity and creating more space for students to achieve their whole-person development. Schools are also advised to regulate the amount of homework given to students each day so as to ensure that they would have enough time to rest, play and develop their own interests.

Moreover, EDB has been reviewing the relevant domains of the education system with a view to supporting and addressing the developmental and diverse needs of students. EDB continues to encourage and support schools in implementing the suggestions made in the review of the New Academic Structure, so as to support the diverse learning needs of schools and students. Measures include: increasing the flexibility in deploying lesson time, trimming, enhancing or updating curriculum contents and assessment arrangements, clarifying the breadth and depth of subject curricula; implementing School-based Assessment in fewer subjects and improving its implementation to reduce student and teacher workload, arranging accreditation of more Applied Learning courses under the Qualifications Framework and increasing opportunities for Industrial Attachment, and encouraging students interested in vocational training or joining the workforce to study two Applied Learning courses, etc.

As announced in the 2017 Policy Address, there will be various measures to provide multiple pathways and further study opportunities for young people so that they can develop according to their capacities and interests. The measures include launching a vocational English programme with the support from the Language Fund for senior secondary students who aspire to pursue vocational and professional education and training or who are prepared to work, with a view to enhancing their English proficiency and enabling them to obtain relevant qualifications from recognised courses for further studies and employment. The Government decides to regularise the Study Subsidy Scheme for Designated Professions/Sectors after the pilot run, making it a recurrent initiative from the 2018/19 academic year onwards and the number of subsidised degree places would be increased. Current students of the designated programmes will also receive the subsidy from the 2018/19 academic year.

- End -

CONTROLLING OFFICER'S REPLY

EDB019

(Question Serial No. 1287)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (000) Operational Expenses
Programme: (3) Primary Education, (5) Special Education
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

The Bureau plans to further increase the ratio of graduate teacher posts to 65% in the 2017/18 school year. What are the implementation details of the plan? Will it include increasing the regular funding for schools so that they have sufficient financial resources to recruit graduate teachers and reduce their reliance on teaching assistants?

Asked by: Hon CHENG Chung-tai (Member Question No. 31)

Reply:

Pursuant to the increase in the ratio of graduate teacher posts from 50% to 55% and 60% in public sector primary schools in the 2015/16 and 2016/17 school years respectively, the Education Bureau (EDB) will further enhance the ratio to 65% in the 2017/18 school year. 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. Under this enhancement measure, the additional full year cost is estimated to be \$328 million.

- End -

CONTROLLING OFFICER'S REPLY

EDB020

(Question Serial No. 1288)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (000) Operational Expenses
Programme: (3) Primary Education, (4) Secondary Education
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education

Question:

Regarding the Bureau's plan to extend the Learning Support Grant for public sector primary schools to cover students with mental illness starting from the 2017/18 school year, what is the estimated expenditure involved? How many students are expected to benefit from the plan?

Asked by: Hon CHENG Chung-tai (Member Question No. 32)

Reply:

Students with mental illness (MI) need support pertaining to their emotional and mental health needs which are generally transient in nature. Treatment to them by medical professionals such as psychiatrists and psychiatric nurses is of prime importance. Schools play a complementary role in providing concerted support with particular reference to the students' needs as advised by medical professionals. School professionals, including guidance personnel/teachers, school social workers and educational psychologists have been providing support and guidance services for students with MI, including the arrangement of multidisciplinary case conferences with medical professionals when necessary. To enhance the support for students with MI, from the 2017/18 school year onwards, students concerned will be provided with Learning Support Grant (LSG) under which schools will have additional resources to provide appropriate services, such as arranging for counselling and emotional support, etc. The estimated expenditure on the provision of LSG for students with MI in the 2017-18 financial year is about \$30 million. Based on the data provided by the Hospital Authority on the patients aged 17 or below with related MI, it is estimated that about 2 000 students will benefit from the additional resources.

- End -

CONTROLLING OFFICER'S REPLY

EDB021

(Question Serial No. 1290)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (000) Operational expenses
Programme: (6) Other Educational Services and Subsidies
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

The Education Bureau (EDB) will provide more Mainland exchange opportunities for primary and secondary students. What is the estimated amount of funding? How will the EDB ensure that students have the right to refuse to participate in the exchange programmes arranged by schools and that their daily learning would not be affected by the exchange arrangements?

Asked by: Hon CHENG Chung-tai (Member Question No. 33)

Reply:

The estimated expenditure of providing more Mainland exchange opportunities for primary and secondary students in 2017-18 is \$110.5 million. Students' participation in Mainland exchange programmes is on a voluntary basis. This is stipulated in all relevant EDB circular memoranda issued to schools. Mainland exchange programmes provide students with life wide learning experiences and incorporate different learning elements to consolidate students' daily classroom learning. All along, schools make the best use of various resources to provide students with diversified learning activities based on the different needs of students to extend and enrich their learning beyond the classroom for their whole-person development.

- End -

CONTROLLING OFFICER'S REPLY

EDB022

(Question Serial No. 1291)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (000) Operational expenses
Programme: (6) 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 promote Basic Law education at senior primary and junior secondary levels. Apart from protecting schools' teaching autonomy, how will the Bureau step up its monitoring efforts to prevent schools from teaching biased information and relying on a single source of learning materials?

Asked by: Hon CHENG Chung-tai (Member Question No. 34)

Reply:

The Education Bureau (EDB) has attached great importance to promoting Basic Law education (BLE) through relevant curricula such as General Studies at the primary level and Life and Society at the junior secondary level as well as the "Revised Moral and Civic Education Curriculum Framework" (2008). A wide array of measures has been provided to strengthen the implementation of BLE. Such measures include developing learning and teaching (L&T) resources, organising seminars for school sponsoring bodies, school leaders and teachers as well as providing training to teachers through professional development programmes and networking activities so as to enhance their understanding of the concepts of the Basic Law, the application in daily life, as well as the pedagogical strategies in using L&T resources from different sources to achieve the learning objectives.

Schools could pool together different L&T resources and organise activities according to their school context and student needs. EDB would maintain close communication with schools to gauge their self-evaluation and collect feedback on the use of resource materials for further enhancing the support measures and disseminating schools' good practice.

- End -

CONTROLLING OFFICER'S REPLY

EDB023

(Question Serial No. 1299)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (000) Operational expenses
Programme: (6) Other Educational Services and Subsidies
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

The paid non-local study leave scheme for serving secondary school teachers will run for 3 years. How much is the estimated expenditure this year? How many teachers does the Bureau anticipate to participate in the scheme? What are the specific indicators to be adopted by the Bureau to evaluate the effectiveness of the scheme?

Asked by: Hon CHENG Chung-tai (Member Question No. 35)

Reply:

An annual budget of \$9.3 million, totalling \$28 million for three years, has been earmarked for the paid non-local study leave scheme. Funding will be provided to the schools concerned for the employment of supply teacher(s) covering the whole period of study leave. Air tickets and course fees for participating teachers will also be funded by the Government.

Customised programmes for the first batch of some 50 teachers will be implemented in the 2017/18 school year. The 3-year scheme is expected to benefit some 150 teachers.

The objective of the scheme is to broaden teachers' perspectives and enrich their experience through their professional development, thus helping bring positive impact to learning and teaching. Learning outcomes of participants should be shared within their schools or a larger professional community through sharing/ learning journals/ study reports, etc. Exemplars of any school-based initiative/ action research developed and implemented can be further disseminated through seminars/ professional learning communities.

A review will be conducted in due course to evaluate the overall effectiveness of the pilot scheme. Specifically, the effectiveness of the pilot scheme will be evaluated by collecting the views and feedback of participating teachers on the quality of the customised programmes and principals of schools involved on the impact on participating teachers' professional capacity. Delivery of services will also be monitored through lesson observation and quality assurance meetings with the service providers and participants.

- End -

CONTROLLING OFFICER'S REPLY**EDB024****(Question Serial No. 2782)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

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

Director of Bureau: Secretary for Education

Question:

What concrete plans does the Education Bureau have for strengthening control and monitoring of kindergartens in this year? With regard to school fees, amount of homework and teaching content, what will be done by the Bureau to strengthen the involvement of students and parents other than giving non-binding instructions unilaterally?

Asked by: Hon CHENG Chung-tai (Member Question No. 28)

Reply:

With the implementation of the Free Quality Kindergarten (KG) Education Scheme (Scheme) starting from the 2017/18 school year, Government monitoring on KGs joining the Scheme (Scheme-KGs) will be stepped up to further ensure the quality of services. KGs joining the Scheme will be subject to the Quality Assurance Framework. The existing framework which comprises School Self-evaluation (SSE) and Quality Review (QR), will be enhanced. We will refine the Performance Indicators (PIs) which form the basis of SSE and QR to tie in with the Scheme. KGs joining the Scheme (Scheme-KGs) are required to meet the prescribed standards by passing the QR. While the Education Bureau (EDB) will continue to organise training activities to familiarise KGs with the Quality Assurance Framework and good practices of learning and teaching, we will involve an external independent member in the QR team as an external observer to enhance transparency. Besides, EDB will continue to make the QR reports available on the websites for public information. In addition to QR, EDB will conduct more frequent Focus Inspection (FI), which is another form of quality assurance measure in fostering KGs' continuous improvement in learning and teaching and in addressing areas of concerns. If deemed necessary, EDB will provide professional support to the KGs whose performance is not satisfactory. Besides, to further promote the sustainable development of KGs, EDB will identify good practices during QR and FI for dissemination.

On monitoring, if the QR team finds malpractices, including those related to homework arrangements and teaching content in the learning and teaching process, EDB will request the KG concerned to stop the malpractices immediately. The QR team will provide oral feedback to the principal and teachers of the KG on recommendations for improvement at the end of QR, followed by a written QR report which will be uploaded on the EDB website for public information. The "Profile of Kindergartens and Kindergarten-cum-Child Care Centres" published by EDB will include a hyperlink to the QR report of the respective KGs to facilitate parents' easy access. Scheme-KGs failing to meet the prescribed standards in QR may submit an improvement plan and apply for Follow-up QR. For those failing to meet the prescribed standards in Follow-up QR, EDB will contemplate termination of their status as a Scheme-KG and cease the provision of government subsidy. Also, the enhancement of parents' understanding of KG education is important. EDB will organise related briefing sessions, produce pamphlets and a series of parent education video clips. These measures would help solicit parents' co-operation and concerted efforts in providing quality learning experiences to young children.

For monitoring on school fees, under the Scheme, Government subsidy should be sufficient for KGs to provide quality half-day (HD) services. Notwithstanding this, individual KGs may have to charge schools fees, which are estimated to be at low level, for their HD programmes, mainly to defray expenses on rent that are not fully covered by rental subsidy. School fees for whole-day services will be at a low level. According to the initial rough estimates submitted by kindergartens approved to join the Free Quality Kindergarten Education Scheme (Scheme-KGs) as at February 2017, about 80% of the Scheme-KGs will provide free half-day KG places in the 2017/18 school year. For whole-day places, under the co-payment basis between the Government and parents, school fees will be at a low level, with about 50% of the Scheme-KGs initially estimated to charge school fees at \$1,000 or below per month. The list of Scheme-KGs together with their rough initial estimates on the range of school fees has been uploaded to the EDB website. EDB will further rigorously vet the fee proposals upon these KGs' submission of detailed information. Only those necessary expenditures with strong justifications and supporting information would be considered by EDB on a case-by-case basis.

Besides, a more stringent mechanism is put in place in monitoring KGs in conducting trading operation. Specifically, KGs participating in the Scheme-KGs are required to include explicitly in their notices/circular letters the following statement: "Parents, please note that acquisition of any school items or services is entirely voluntary and parents can select individual items or services required according to their own needs." Relevant check boxes should also be provided for respective school items so that parents can "tick" as appropriate. In line with the current practice, all profit generated from trading operation must be ploughed back into KGs for use in school operation and provision of KG education services. Furthermore, to enhance transparency and help parents get a better understanding about the school items sold and paid services provided by the schools, Scheme-KGs are required to disclose the relevant information (including the fees charged and the list of items and services in the preceding school year) to parents on their school website. The "Profile of Kindergartens and Kindergarten-cum-Child Care Centres" published by EDB will list out the common items and services and other relevant information for parents' easy reference.

On the other hand, EDB will promote parent education to enhance their understanding on the development needs of their children. EDB will also encourage KGs to set up Parent-Teacher Associations, and promote parents' involvement in the learning of their children. While KGs may make use of the resources provided under the Scheme to enhance communication with parents concerning the learning of their children and organise relevant school-based seminars for parents, EDB will organise thematic seminars for parents. Besides, the booklet "Helping Your Children of Kindergarten Age" with major themes on "How to help Your Children Grow Up Happily", "What is a Good KG", "Develop Children's Potential through Comprehensive and Pleasurable Learning Experiences", etc. will be published and distributed to parents through KGs upon their children's entrance to Nursery (K1) classes. Parents may contact teachers to understand more about their children's progress and seek help from teachers should there be any problem associated with the learning of their children.

- End -

CONTROLLING OFFICER'S REPLY**EDB025****(Question Serial No. 0611)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (700) General non-recurrent

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

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

Director of Bureau: Secretary for Education

Question:

Would the Administration advise this Committee on the 2017-18 estimate for the following new item, funding for which will be sought in the context of the Appropriation Bill 2017?

Head	Account	Subhead (Code)	Subhead	Item (Code)	Ambit
156	Operating Account	700	General non-recurrent	805	Seventh Matching Grant Scheme for the self-financing post-secondary education sector

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 3009)

Reply:

Following the announcement in the 2017 Policy Address, the Government will launch the seventh Matching Grant Scheme (MGS) for application by eligible local self-financing degree-awarding institutions (i.e. the Open University of Hong Kong, the Technological and Higher Education Institute under the Vocational Training Council and all approved post-secondary colleges registered under the Post Secondary Colleges Ordinance (Cap. 320)), with a view to further enhancing the education quality of the self-financing post-secondary education sector by helping such institutions tap more funding sources and fostering a philanthropic culture. The duration of the seventh MGS will be two years, commencing from August 2017 tentatively. A total of \$500 million has been earmarked for the seventh MGS for matching purpose. The estimated expenditure for 2017-18 is \$300 million and that for 2018-19 and 2019-20 is \$200 million in total.

- End -

CONTROLLING OFFICER'S REPLY

EDB026

(Question Serial No. 1227)

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

The Administration plans to progressively improve the ratio of educational psychologist to school to 1:4 for some public sector primary schools. In this connection, please advise this Committee the current ratio of educational psychologist to school in all public sector primary schools. And what is the number of public sector primary schools which need to increase the ratio to 1:4?

Asked by: Hon CHEUNG Kwok-kwan (Member Question No. 9)

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). The Government has further enhanced 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 from the 2016/17 school year. By the 2017/18 school year, the enhanced provision will cover about 80 primary and secondary schools. The EDB will continue to keep in view the service needs of schools as a whole.

- End -

CONTROLLING OFFICER'S REPLY

EDB027

(Question Serial No. 1228)

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:

It is mentioned in the Budget Speech that the Government will earmark \$700 million for the Education Bureau to strengthen its efforts in promoting vocational and professional education and training (VPET), facilitating the training and professional development of principals and teachers. Please advise this Committee on the details of the funding arrangement, and the numbers of students, principals and teachers stand to benefit from it.

Asked by: Hon CHEUNG Kwok-kwan (Member Question No. 10)

Reply:

As announced in the 2017-18 Budget speech of the Financial Secretary, a provision of \$700 million will be deployed for the Education Bureau (EDB) to strengthen its efforts in promoting vocational and professional education and training (VPET), facilitating the training and professional development of principals and teachers, and enhancing support for local post-secondary students, including those pursuing self-financing post-secondary programmes. EDB will propose specific recommendations on the initiatives in due course.

On promotion of VPET, we are considering possible initiatives such as the provision of funding for post-secondary institutions to arrange VPET taster programmes for secondary school students.

On facilitating the professional development of principals and teachers at kindergarten, primary and secondary levels, EDB is considering various initiatives to attract talent to join the profession and to encourage high-performing teachers to pursue higher degrees or continuous professional development. New modes of training will be explored to further enhance the professional development of serving teachers. Resources may be deployed to schools for promoting a professional development culture supported by action researches and building up learning communities through various means. The provision is expected to benefit teachers and principals of kindergarten, primary, secondary and special schools.

As for enhancing support for local post-secondary students, we shall consider making additional injection into the Government Scholarship Fund (GSF) and Self-financing Post-secondary Education Fund (SPEF), taking into account the Director of Audit's recommendation in Chapter 7 of his Report No. 67 that EDB should review periodically the amounts of scholarships/awards under the Self-financing Post-secondary Scholarship Scheme (SPSS) of SPEF to maintain the attractiveness of the scholarships/awards.

- End -

CONTROLLING OFFICER'S REPLY

EDB028

(Question Serial No. 1229)

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 Budget proposes to increase the allocation for regular school repairs by 9% to \$1.2 billion. Please inform this Committee of the detailed funding arrangements and the number of schools that stand to benefit from this measure.

Asked by: Hon CHEUNG Kwok-kwan (Member Question No. 11)

Reply:

For the 2017-18 financial year, the Government has planned to allocate an amount of around \$1.2 billion as non-recurrent subsidy for carrying out school premises maintenance and repair works under the annual Major Repairs (MR) exercise (applicable to aided schools, as well as schools under the Direct Subsidy Scheme (DSS) for works items costing over \$2 million) and Emergency Repairs (ER) mechanism (applicable to aided schools only). Through the existing MR and ER mechanism, the consultants and contractors appointed by the Education Bureau (EDB) assist schools in handling relatively larger scale or more complicated repair works (i.e. repair works with estimated project costs over \$3,000 for primary and special schools or over \$8,000 for secondary schools).

Under the current MR mechanism, EDB invites annual applications for major repair works from all the some 900 aided and DSS schools in April/May. When prioritising the MR applications received from schools, priority will be accorded to items required under law or deemed essential from the repair angle, such as essential items related to safety, health and hygiene, legal requirements, etc.. Taking into account factors including schools' needs and resources, we will issue notification letters to schools on the application result. Based on the past experience, most, if not all, of the aided schools will submit MR applications and have some of the items approved each year. Separately, aided schools, about 840 in total, are also entitled to submit application for non-recurrent grant to carry out emergency repair works under the ER mechanism whenever such need arises throughout the year.

- End -

CONTROLLING OFFICER'S REPLY

EDB029

(Question Serial No. 1230)

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 advise this Committee of the justifications for increasing the self-financing undergraduate places to 3 000. And would the Government consider further increasing the places?

Asked by: Hon CHEUNG Kwok-kwan (Member Question No. 12)

Reply:

In order to nurture talent to meet Hong Kong's social and economic needs, the Government has launched the Study Subsidy Scheme for Designated Professions/Sectors (SSSDP) on a pilot basis 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. 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 policy bureaux.

The Education Bureau conducted review of SSSDP by gauging views from the students admitted under SSSDP in the 2015/16 and 2016/17 academic years; the participating institutions; other self-financing post-secondary education institutions; the Committee on Self-financing Post-secondary Education; the industry sector as well as policy bureaux. All stakeholders were generally supportive of continuing the scheme and increasing the number of subsidised places. As announced in the 2017 Policy Address, SSSDP will be regularised starting from the 2018/19 academic year, with an increased number of subsidised places from about 1 000 per cohort to about 3 000. Current students of the designated programmes will also receive the subsidy from the 2018/19 academic year. It is expected that about 13 000 students will benefit from the scheme each academic year. We have no plan at this stage to further increase the number of subsidised places under SSSDP.

- End -

CONTROLLING OFFICER'S REPLY

EDB030

(Question Serial No. 1233)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not specified
Programme: (6) Other Educational Services and Subsidies
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

The Government will introduce a paid non-local study leave scheme on a pilot basis for serving secondary school teachers. What are the details of the scheme, such as the maximum level of grant per teacher and the list of places of study and institutions? In what ways can the scheme effectively enhance the quality of teaching?

Asked by: Hon CHEUNG Kwok-kwan (Member Question No. 15)

Reply:

Under the pilot scheme, teachers will be granted full-pay study leave in order to take part in customised non-local professional development programmes lasting about one to three months. High-performing education systems overseas such as Finland, Australia, etc. will be considered as target locations for these customised programmes, which will include specific courses and/or on-site experiential learning attachment programmes, followed by a reflection period of two to three weeks for participants to consolidate their learning and draw up a school-based initiative/ an action research plan to apply what they have learnt in their own schools.

An annual budget of \$9.3 million, totalling \$28 million for three years, has been earmarked. Funding will be provided to the schools concerned for the employment of supply teacher(s) covering the whole period of study leave. Air tickets and course fees for participating teachers will also be funded by the Government. Customised programmes for the first batch of some 50 teachers will be implemented in the 2017/18 school year. The 3-year scheme is expected to benefit some 150 teachers. Detailed operating parameters such as location and duration of customised programmes, procedures of application, etc. are being drawn up and will be announced in due course.

The objective of the scheme is to broaden teachers' perspectives and enrich their experience through their professional development, thus helping bring positive impact to learning and teaching. Learning outcomes of participants should be shared within their schools or a larger professional community through sharing/ learning journals/ study reports, etc. Exemplars of any school-based initiative/ action research developed and implemented can be further disseminated through seminars/ professional learning communities. A review will be conducted in due course to evaluate the effectiveness of the pilot scheme.

- End -

CONTROLLING OFFICER'S REPLY**EDB031****(Question Serial No. 1234)**

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

The Administration stated that it would continue to provide more Mainland exchange opportunities for primary and secondary school students. Please advise on the total numbers of primary and secondary students participated in Mainland exchange activities in the past 3 years and their percentage share among the total numbers of students, and provide a breakdown of the partner provinces and cities. 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 CHEUNG Kwok-kwan (Member Question No. 16)

Reply:

The Education Bureau (EDB) provides subsidies for students to join Mainland exchange programmes, which cover different provinces and cities in the Mainland with varying duration throughout the school years. Students' participation in the programmes is on a voluntary basis. EDB does not collect information about individual students' participation in Mainland exchange activities and we do not have the percentage of students who have or have not participated.

The number of secondary and primary school students who had received subsidies to join Mainland exchange programmes over the past three years (2014-15, 2015-16 and 2016-17) are shown below:

Financial Year	Number of students (rounded down to the nearest hundred)	
	Secondary Students	Primary Students
2014-15	26 600	17 400
2015-16 [#]	33 000	22 200
2016-17 ⁺	36 400	21 500

[#] Actual figures revised from last year's estimates

⁺ Provisional figures

In 2017-18, an estimated amount of \$110.5 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 Mainland exchange programmes for students, the proportion of teachers' participation as learning facilitators will also increase.

- End -

CONTROLLING OFFICER'S REPLY

EDB032

(Question Serial No. 1236)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (3) Primary Education, (4) Secondary Education
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

The Government plans to provide a one-off grant to primary and secondary schools for the promotion of understanding of Chinese history and culture. Please advise of the amount of resources allocated for the promotion of understanding of Chinese history and culture at primary and secondary schools in the past 2 years, and set out the details of each expenditure item as well as the effectiveness.

Asked by: Hon CHEUNG Kwok-kwan (Member Question No. 17)

Reply:

The Education Bureau (EDB) promotes Chinese history and culture in primary and secondary schools through curriculum development and implementation of relevant Key Learning Areas/subjects, including Chinese History, Chinese Language, Chinese Literature, Visual Art, etc., as well as provision of support measures, including professional development programmes for teachers, teaching and learning resources, diversified student learning activities and exchange programmes. As expenditure for the above measures is subsumed under the recurrent expenditure of EDB as an integral part of its day-to-day curriculum development work, there is no separate breakdown of the expenditure involved. After the completion of each programme/activity, feedback of participants will be collected through various channels, such as questionnaires, school visits and focus group meetings. Based on the information collected to date, a majority of the participants reflected that the objectives of programmes/activities have been met.

- End -

CONTROLLING OFFICER'S REPLY**EDB033****(Question Serial No. 1237)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) 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 in the 2015/16 school year by grade levels and major SEN types.

Asked by: Hon CHEUNG Kwok-kwan (Member Question No. 18)

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

EDB034

(Question Serial No. 1238)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (5) Special Education

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, which hinders their future participation in education and employment. In this connection, will the Administration inform us of the latest arrangement of 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?

Asked by: Hon CHEUNG Kwok-kwan (Member Question No. 19)

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 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. The expenditure for the related support measures from the 2014/15 to 2016/17 school years is tabulated at Annex. Besides, EDB has, based on the research framework drawn up in light of the advice of research and language experts, been collecting and analysing data to evaluate the effectiveness of the support measures for NCS students (including the “Learning Framework”) and will refine them as appropriate.

**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	Actual 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	224.0 Note	244.9 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	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.	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	3.9
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	2.6

Student grant for Applied Learning Chinese (for NCS students) starting from the 2014/15 school year	2.3	4.4	6.8
<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	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**EDB035****(Question Serial No. 1239)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not SpecifiedProgramme: (2) Pre-primary Education, (3) Primary Education, (4) Secondary Education, (6) 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 CHEUNG Kwok-kwan (Member Question No. 20)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**EDB036****(Question Serial No. 1243)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Secondary Education

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

Director of Bureau: Secretary for Education

Question:

Programme 4: The indicators of secondary education indicate that there were 22 500 teachers in public sector secondary schools in 2016-17. Among the teachers, how many of them are regular graduate master/mistress (GM) teachers, contract GM teachers and contract certificated master/mistress (CM) teachers? Please provide the related figures for the past 3 years by the mentioned classification.

Asked by: Hon CHEUNG Kwok-kwan (Member Question No. 24)

Reply:

The posts in the approved teaching establishment of public sector schools are regular posts, and teachers filling these posts (except temporary or supply teachers) are regular teachers. The number of regular teachers appointed as graduate teachers, and the number of contract teachers (i.e. those employed using cash grants from the government or schools' own funding) appointed as graduate teachers and non-graduate teachers in public sector secondary schools for the school years from 2014/15 to 2016/17 are as follows:

Secondary Schools (Government, Aided and Caput)

School Year	Regular Teachers	Contract Teachers	
	Number of Graduate Teachers*	Number of Graduate Teachers*	Number of Non-graduate Teachers*
2014/15	17 200	820	1 380
2015/16	16 840	840	1 540
2016/17 (Estimate)	16 680	760	1 570

* Numbers are rounded to the nearest 10.

- End -

CONTROLLING OFFICER'S REPLY

EDB037

(Question Serial No. 1244)

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

The Administration plans to provide a one-off grant of \$100,000 and \$150,000 respectively to each public sector and Direct Subsidy Scheme (DSS) primary and secondary school for the promotion of understanding of Chinese history and culture. What are the details of the plan and what requirements will the Administration impose on schools on the use of the grant to achieve the objectives?

Asked by: Hon CHEUNG Kwok-kwan (Member Question No. 25)

Reply:

To promote Chinese history and culture education, the Education Bureau (EDB) will provide a one-off grant of \$100,000 and \$150,000 respectively to each public sector and Direct Subsidy Scheme (DSS) primary and secondary school (including special schools), to help teachers enhance the teaching of General Studies in primary schools, Chinese Literature in secondary schools as well as Chinese Language and Chinese history in both primary and secondary schools, so as to enable students to admire and inherit the spirit of excellence and the civilisation of the Chinese people.

In accordance with their school context and development needs, schools may flexibly deploy the one-off grant to support teachers to improve their teaching, and develop school-based activities that are related to Chinese history and culture education. Measures could include producing high quality electronic or other relevant learning and teaching resources; supporting teachers to participate in interflow activities on learning and teaching in the Mainland; and organising joint school activities or competitions between local schools or between schools in Hong Kong and the Mainland to promote interchange and dissemination of good practices. Schools are required to comply with the guidelines promulgated by EDB when using the grant, and have to set out the income and expenditure in its audited accounts to be submitted to EDB annually. After the passage of the Appropriation Bill 2017, EDB would issue to schools some guidelines on the use of the grant in the form of a Circular Memorandum.

- End -

CONTROLLING OFFICER'S REPLY**EDB038****(Question Serial No. 1245)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

Regarding the recent spate of student suicides caused by homework or study pressure, does the Administration have any special measures or allocation in 2017-18 to tackle the problem in order to prevent student suicides from taking place?

Asked by: Hon CHEUNG Kwok-kwan (Member Question No. 26)

Reply:

Suicide is a complicated social problem with the interplay of multiple factors, including mental health issues, psychological concerns, relationship and adjustment problems, as well as academic stress. With the recommendations of the Committee on Prevention of Student Suicides, starting from the 2016/17 school year, the Education Bureau (EDB), in collaboration with relevant bureaux and department, has put forward various measures to enhance support to schools to take care of students in need, which are directed at three levels, namely "Universal", "Selective" and "Indicated". Universal prevention strategies are designed to reach all students aiming to strengthen protective factors. Selective prevention strategies target vulnerable students. Indicated prevention strategies target students with suicidal risk.

At the Universal level, the Joyful@School Campaign has been launched in schools jointly by the Department of Health and EDB with an aim to enhancing students' knowledge and understanding about mental health and their competency in coping with environmental changes. Schools can submit applications to the Quality Education Fund through the simplified application mechanism for funding not exceeding \$150,000 to implement related activities under the Campaign.

At the Selective level, EDB will conduct professional development programmes for teachers, which include elementary training for teachers at large and in-depth training for designated teachers, as well as develop screening tools and materials, to raise their awareness on mental health and help them early detect and support students with mental health needs including those with suicidal risks. Subsidy for supply teachers will be offered to schools as appropriate.

At the Indicated level, as announced in the 2017 Policy Address, starting from the 2017/18 school year, the Learning Support Grant that EDB provides for public sector mainstream primary and secondary schools will cover students with mental illness so that schools will have additional resources to provide appropriate services, such as arranging for counselling and emotional support, etc. The estimated expenditure in the 2017-18 financial year is about \$30 million. In addition, the Food and Health Bureau, in collaboration with EDB, the Hospital Authority (HA) and the Social Welfare Department launched a two-year pilot scheme "Student Mental Health Support Scheme" based on a medical-educational-social collaboration model in 17 schools by two phases from the 2016/17 school year to the 2017/18 school year. Under the pilot scheme, a multi-disciplinary team is formed in each school comprising a psychiatric nurse of HA, designated teacher(s)

and a school social worker as the core members to work closely with the psychiatric teams of HA, the school-based educational psychologists, relevant teachers and social workers from relevant social service units for the provision of support services to students with mental health needs and their carers.

EDB works alongside the Curriculum Development Council in reviewing on an ongoing basis the primary and secondary curricula to explore ways of catering better for learner diversity and creating more space for students to achieve their whole-person development. Schools are also advised to regulate the amount of homework given to students each day so as to ensure that they would have enough time to rest, play and develop their own interests.

Moreover, EDB has been reviewing the relevant domains of the education system with a view to supporting and addressing the developmental and diverse needs of students. EDB continues to encourage and support schools in implementing the suggestions made in the review of the New Academic Structure, so as to support the diverse learning needs of schools and students. Measures include: increasing the flexibility in deploying lesson time, trimming, enhancing or updating curriculum contents and assessment arrangements, clarifying the breadth and depth of subject curricula; implementing School-based Assessment in fewer subjects and improving its implementation to reduce student and teacher workload, arranging accreditation of more Applied Learning courses under the Qualifications Framework and increasing opportunities for Industrial Attachment, and encouraging students interested in vocational training or joining the workforce to study two Applied Learning courses, etc.

As announced in the 2017 Policy Address, there will be various measures to provide multiple pathways and further study opportunities for young people so that they can develop according to their capacities and interests. The measures include launching a vocational English programme with the support from the Language Fund for senior secondary students who aspire to pursue vocational and professional education and training or who are prepared to work, with a view to enhancing their English proficiency and enabling them to obtain relevant qualifications from recognised courses for further studies and employment. The Government decides to regularise the Study Subsidy Scheme for Designated Professions/Sectors after the pilot run, making it a recurrent initiative from the 2018/19 academic year onwards and the number of subsidised degree places would be increased. Current students of the designated programmes will also receive the subsidy from the 2018/19 academic year.

- End -

CONTROLLING OFFICER'S REPLY**EDB039****(Question Serial No. 0023)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

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

Director of Bureau: Secretary for Education

Question:

In the 2016/17 school year, i.e. the final year of the Pre-primary Education Voucher Scheme (PEVS), what are the respective numbers of private independent kindergartens not joining the PEVS, non-profit-making kindergartens joining the PEVS and non-profit-making kindergartens not joining the PEVS, and what are their percentage share in the total number of kindergartens in Hong Kong? What are the respective numbers of students in these kindergartens and their percentage share in the total number of kindergarten students in Hong Kong over the same period?

Asked by: Hon CHEUNG Yu-yan, Tommy (Member Question No. 26)

Reply:

In the 2016/17 school year, i.e. the final year of the Pre-primary Education Voucher Scheme (PEVS), the respective number of local private independent (PI) kindergartens (KGs) not joining 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:

	2016/17 school year	
	Number of KGs (%)	Number of students (%)
Local PI KGs*	105 (10.4%)	19 686 (10.7%)
Local NPM KGs joining PEVS	745 (73.5%)	141 127 (76.7%)
Local NPM KGs not joining PEVS	26 (2.6%)	9 597 (5.2%)

* PI KGs are not eligible to join PEVS.

- End -

CONTROLLING OFFICER'S REPLY

EDB040

(Question Serial No. 0024)

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

How many kindergartens participating in the Pre-primary Education Voucher Scheme (PEVS) have not joined the Free Quality Kindergarten Education Scheme (KG Scheme)? How many students are enrolled in these kindergartens? What are the reasons for not joining the KG Scheme?

Asked by: Hon CHEUNG Yu-yan, Tommy (Member Question No. 27)

Reply:

There are 7 kindergartens participating in the Pre-primary Education Voucher Scheme (PEVS) in the 2016/17 school year that have not applied for joining the Free Quality Kindergarten Education Scheme (KG Scheme) in the 2017/18 school year. A total of 2 641 students are enrolled in these kindergartens in the 2016/17 school year. The eligible students admitted before the 2017/18 school year and remaining in the eligible classes under PEVS (i.e. eligible lower kindergarten (K2) and upper kindergarten (K3) classes in the 2017/18 and K3 classes in the 2018/19 school year) in these 7 kindergartens will continue to receive the voucher subsidy under PEVS until they leave the kindergartens concerned. In deciding whether to join the KG Scheme, these kindergartens have their school-based considerations with regard to their overall direction in school development.

- End -

CONTROLLING OFFICER'S REPLY

EDB041

(Question Serial No. 0025)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (8) 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 tabulate the respective numbers and percentages of local and non-local students in various international schools.
2. Please tabulate 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 3 years (i.e. the 2014/15, 2015/16 and 2016/17 school years).
3. Please tabulate the highest, lowest and median tuition fees charged by international schools in the current school year.

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

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 2016, the proportion of local students in international schools in the 2016/17 school year is about 20% and that of non-local students is about 80%. 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 2014/15 to 2016/17 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 2016/17 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 2016)**

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	602	71 (11.8%)	531 (88.2%)
Australian International School Hong Kong	1 069	49 (4.6%)	1 020 (95.4%)
Canadian International School	1 582	255 (16.1%)	1 327 (83.9%)
Carmel School	246	18 (7.3%)	228 (92.7%)
Chinese International School	1 382	308 (22.3%)	1 074 (77.7%)
Christian Alliance PC Lau Memorial International School	1 001	479 (47.9%)	522 (52.1%)
Delia School of Canada	1 404	138 (9.8%)	1 266 (90.2%)
Discovery Bay International School	864	28 (3.2%)	836 (96.8%)
German Swiss International School (English)	776	191 (24.6%)	585 (75.4%)
German Swiss International School (German)	340	6 (1.8%)	334 (98.2%)
Harrow International School Hong Kong	1 093	344 (31.5%)	749 (68.5%)
Hong Kong Academy	564	52 (9.2%)	512 (90.8%)
Hong Kong International School	2 673	220 (8.2%)	2 453 (91.8%)
Hong Kong Japanese School	497	7 (1.4%)	490 (98.6%)
Kellett School	1 188	89 (7.5%)	1 099 (92.5%)
Kiangsu & Chekiang Primary School and Kiangsu-Chekiang College (International Section)	859	474 (55.2%)	385 (44.8%)
Korean International School (English)	338	117 (34.6%)	221 (65.4%)
Korean International School (Korean)	126	0 (0.0%)	126 (100.0%)
Lyc'ee Francais International (English)	590	55 (9.3%)	535 (90.7%)
Lyc'ee Francais International (French)	1 939	2 (0.1%)	1 937 (99.9%)
Nord Anglia International School, HK	782	164 (21.0%)	618 (79.0%)
Singapore International School(Hong Kong)	1 157	361 (31.2%)	796 (68.8%)
The Harbour School	266	0 (0.0%)	266 (100.0%)
Primary			
American School Hong Kong	96	25 (26.0%)	71 (74.0%)
Beacon Hill School^	538	198 (36.8%)	340 (63.2%)
Bradbury School^	712	156 (21.9%)	556 (78.1%)
Clearwater Bay School^	715	140 (19.6%)	575 (80.4%)
Glenealy School^	348	63 (18.1%)	285 (81.9%)
Japanese International School (English)	165	31 (18.8%)	134 (81.2%)
Japanese International School (Japanese)	446	2 (0.4%)	444 (99.6%)

Name of School	Total number of students	Total number of local students (Percentage)	Total number of non-local students (Percentage)
Kennedy School^	895	131 (14.6%)	764 (85.4%)
Kingston International School	254	179 (70.5%)	75 (29.5%)
Kowloon Junior School^	894	216 (24.2%)	678 (75.8%)
Lantau International School	214	3 (1.4%)	211 (98.6%)
Norwegian International School	136	48 (35.3%)	88 (64.7%)
Peak School^	354	49 (13.8%)	305 (86.2%)
Quarry Bay School^	719	197 (27.4%)	522 (72.6%)
Shatin Junior School^	898	431 (48.0%)	467 (52.0%)
International College Hong Kong Hong Lok Yuen (Primary Section)	296	120 (40.5%)	176 (59.5%)
The International Montessori School – an IMEF School	504	41 (8.1%)	463 (91.9%)
Think International School	213	149 (70.0%)	64 (30.0%)
Umah International Primary School	21	0 (0.0%)	21 (100.0%)
Yew Chung International School	805	464 (57.6%)	341 (42.4%)
Secondary			
Concordia International School	92	29 (31.5%)	63 (68.5%)
Island School^	1 142	266 (23.3%)	876 (76.7%)
King George V School^	1 776	236 (13.3%)	1 540 (86.7%)
Saint Too Sear Rogers International School	89	26 (29.2%)	63 (70.8%)
Shatin College^	1 201	521 (43.4%)	680 (56.6%)
The South Island School^	1 402	302 (21.5%)	1 100 (78.5%)
West Island School^	1 222	153 (12.5%)	1 069 (87.5%)
International College Hong Kong (New Territories)	272	109 (40.1%)	163 (59.9%)
Total	37 757	7 713 (20.4%)	30 044 (79.6%)

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 2014/15 to 2016/17 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			
2016/17	21 093	4 556 (21.6%)	16 537 (78.4%)
2015/16 [#]	20 439	4 074 (19.9%)	16 365 (80.1%)
2014/15	20 193	3 695 (18.3%)	16 498 (81.7%)
Secondary			
2016/17	16 664	3 157 (18.9%)	13 507 (81.1%)
2015/16	16 530	2 931 (17.7%)	13 599 (82.3%)
2014/15	16 442	2 718 (16.5%)	13 724 (83.5%)

Figures updated based on inputs provided by one international school in February 2017.

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 2016/17 school years**

	Primary	Secondary
Highest	\$192,410	\$218,200
Lowest	\$5,800	\$48,000
Median*	\$114,900	\$150,300

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**EDB042****(Question Serial No. 0026)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) 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 the 2016/17 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 educational needs respectively? Also, please provide the additional numbers of international school places at primary and secondary levels expected to be available in each district and each year in the next 3 years.

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

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 (ESF) schools and other private international schools), students enrolled and vacancies by the districts in which the international schools are located in the 2016/17 school year are set out at the Annex for illustration purpose. Compared to the 2015/16 school year, there is an increase of about 510 primary places and 590 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, compared to the 2016/17 school year, it is projected that around 4 340 additional places will be available between 2017/18 and 2019/20 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 2016/17 school year have been increased by 490 at primary level and around 600 at secondary level when compared to the 2015/16 school year. On the other hand, a few schools adopt other languages including French, German, Korean and Japanese. Compared with the 2015/16 school year, places in these schools have slightly increased by 20 places at primary level but slightly decreased by 10 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. According to information collected through the annual Student Enrolment Survey, in the 2016/17 school year, there are around 570 primary students and 740 secondary students with SEN studying in international schools (including the special school operated by ESF). The corresponding numbers for the 2015/16 school year are around 620 and 610 respectively.

**Number of international school places,
number of students enrolled and vacancies in the 2016/17 school year**

	Number of places		Number of students enrolled		Vacancies	
	Primary	Secondary	Primary	Secondary	Primary	Secondary
Hong Kong						
Central & Western	1 526	2 100	1 384	1 735	142	365
Wan Chai	1 869	1 350	1 685	1 197	184	153
Eastern	3 669	2 908	3 314	2 162	355	746
Southern	4 909	6 020	4 740	5 342	169	678
<i>Sub-total</i>	<i>11 973</i>	<i>12 378</i>	<i>11 123</i>	<i>10 436</i>	<i>850</i>	<i>1 942</i>
Kowloon						
Yau Tsim Mong	-	-	-	-	-	-
Sham Shui Po	-	280	-	181	-	99
Kowloon City	4 575	3 007	4 228	2 796	347	211
Wong Tai Sin	-	-	-	-	-	-
Kwun Tong	976	788	939	631	37	157
<i>Sub-total</i>	<i>5 551</i>	<i>4 075</i>	<i>5 167</i>	<i>3 608</i>	<i>384</i>	<i>467</i>
New Territories						
Sai Kung	984	330	977	302	7	28
Sha Tin	900	1 248	898	1 201	2	47
Tai Po	1 571	-	1 139	-	432	-
North	-	330	-	272	-	58
Yuen Long	100	-	21	-	79	-
Tuen Mun	514	582	514	579	-	3
Tsuen Wan	-	-	-	-	-	-
Kwai Tsing	452	-	442	-	10	-
Island	895	325	812	266	83	59
<i>Sub-total</i>	<i>5 416</i>	<i>2 815</i>	<i>4 803</i>	<i>2 620</i>	<i>613</i>	<i>195</i>
Total (rounded to the nearest 100)	22 900	19 300	21 100	16 700	1 800	2 600

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 2016.
- (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

EDB043

(Question Serial No. 0027)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not specified
Programme: (2) Pre-primary Education
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. 2014/15, 2015/16 and 2016/17 school years) and their respective wastage rates?

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

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. 2014/15, 2015/16 and 2016/17 (Note 1)) were 92.6%, 93.5% and 94.7% respectively. The wastage rates (Note 2) of kindergarten teachers holding C(ECE) or above in these kindergartens in the same period were 6.9%, 7.0% and 8.8% 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. 2014/15, 2015/16 and 2016/17 (Note 1)) were 75.2%, 74.0% and 78.1% respectively. The wastage rates (Note 2) of kindergarten teachers holding C(ECE) or above in these kindergartens in the same period were 9.7%, 11.0% and 11.4% respectively.

Note 1: The figures of the 2016/17 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

EDB044

(Question Serial No. 0055)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

Regarding the Study Subsidy Scheme for Designated Professions/Sectors, please tabulate the number of students in receipt of the subsidy in the 2016/17 academic year and the projected number in the 2018/19 academic year by course types.

Asked by: Hon CHEUNG Yu-yan, Tommy (Member Question No. 37)

Reply:

In order to nurture talent to meet Hong Kong's social and economic needs, the Government has launched the Study Subsidy Scheme for Designated Professions/ Sectors (SSSDP) on a pilot basis 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. As announced in the 2017 Policy Address, SSSDP will be regularised from the 2018/19 academic year with an increased number of subsidised places from about 1 000 per cohort to about 3 000. Current students of the designated programmes will also receive the subsidy from the 2018/19 academic year. It is expected that about 13 000 students will benefit from the scheme each academic year.

Details of the relevant institutions, selected programmes and the respective number of subsidised places, the number of actual intakes and the annual subsidy amount per student for each programme for the cohorts admitted in the 2015/16 and 2016/17 academic years are set out at Annex. The Education Bureau will announce the details of the relevant institutions, selected programmes and the respective number of subsidised places for the cohort to be admitted in the 2018/19 academic year later this year after consulting policy bureaux.

**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) – Major in Nursing	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 Actual Intakes,
and Annual Subsidy Amount for the Cohort Admitted in the 2016/17 Academic Year**

Institutions	Disciplines	Programmes	Number of subsidised places	Number of actual intakes	Annual subsidy amount (\$)
Caritas Institute of Higher Education	Health Care	Bachelor of Nursing (Honours)	60	60	70,000
Chu Hai College of Higher Education	Architecture and Engineering	Bachelor of Science (Honours) in Architecture	40	22	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	80	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	48	70,000
Tung Wah College	Health Care	Bachelor of Health Science (Honours) – Major in Nursing	200	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	30	40,000
	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	44	70,000
	Creative Industry	Bachelor of Arts (Honours) in Product Design	60	57	70,000
	Tourism and Hospitality	Bachelor of Arts (Honours) in Culinary Arts and Management	30	30	40,000
Total			1 030	991	

- End -

CONTROLLING OFFICER'S REPLY**EDB045****(Question Serial No. 0153)**

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

The Government has allocated \$288 million to the Vocational Training Council to launch a pilot scheme which integrates structured apprenticeship training programmes with on-the-job training since the 2014/15 academic year. The scheme aims to attract and retain talent for industries with keen demand for labour, and will benefit four cohorts of 4 000 trainees in total. In this connection, please provide relevant details, including the progress and targets of the scheme, as well as the number of beneficiaries for each cohort by industry.

Asked by: Hon CHEUNG Yu-yan, Tommy (Member Question No. 43)

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 (AY), 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. Among others, the Task Force recommended to extend the Pilot Scheme to benefit more students pending a review. According to a review conducted by VTC in 2015, the Pilot Scheme was in general well received by the participating employers and students. Therefore, the Government has decided to extend the Pilot Scheme for two more cohorts of students 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.

The Pilot Scheme aims to cover industries meeting the following criteria –

- (a) the industry is facing labour shortage and/or ageing problems, and it has difficulties in hiring and retaining young people;
- (b) the relevant trades covered under the industry are very specialized and with a high level of technology contents; and
- (c) the industry is committed to provide allowance or subsidy to trainees and to offer a certain salary level to trainees who have completed the apprenticeship training and are willing to join relevant industries.

As at 28 February 2017, the electrical and mechanical (E&M) trades of the construction industry, printing, watch & clock, automobile, testing & certification and medical centre operations trades have joined the Pilot Scheme. About 2 400 trainees have benefitted from the Pilot Scheme. Further breakdown by academic year and industry is as follows –

	Number of New Beneficiaries		
	2014/15 AY	2015/16 AY	2016/17 AY (as at 28 February 2017)
E&M and Construction	285	887	969
Testing and Certification	-	21	14
Medical Centre Operation	-	-	12
Watch & Clock	-	12	10
Printing	-	7	7
Automotive	-	81	113
Subtotal	285	1 008	1 125
Total	2 418		

- End -

CONTROLLING OFFICER'S REPLY

EDB046

(Question Serial No. 0031)

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

Schools are allowed to turn the Career and Life Planning Grant (CLPG) into regular teaching posts to enhance the implementation of the senior secondary curriculum, and strengthen life planning education and related guidance services. In this connection, please advise of the following:

In the past year, how many schools did turn the CLPG into regular teaching posts? What was the number of teaching posts involved? What was the amount involved?

Asked by: Hon CHIANG Lai-wan (Member Question No.1)

Reply:

Starting from the 2016/17 school year, schools may turn the Career and Life Planning Grant (CLPG) into regular teaching posts to strengthen the manpower for the implementation of life planning education and related guidance services. In the 2016/17 school year, 165 schools have turned the CLPG into a total of 165 regular teaching posts. As the expenditure is subsumed under the Education Bureau's recurrent expenditure, the amount involved is not available.

- End -

CONTROLLING OFFICER'S REPLY**EDB047****(Question Serial No. 0032)**

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

The Government has decided to regularise the Study Subsidy Scheme for Designated Professions/Sectors (SSSDP) from the 2018/19 academic year to subsidise students to undertake designated self-financing undergraduate programmes. The number of subsidised places will increase from about 1 000 per cohort to 3 000. Current students of the designated programmes will also receive the subsidy from the 2018/19 academic year. It is expected that about 13 000 students will benefit from the scheme each academic year, involving an expenditure of about \$850 million per year.

What are these designated programmes and how many are there? What is the actual number of students subsidised under the SSSDP over the years?

Asked by: Hon CHIANG Lai-wan (Member Question No. 3)

Reply:

In order to nurture talent to meet Hong Kong's social and economic needs, the Government has launched the Study Subsidy Scheme for Designated Professions/ Sectors (SSSDP) on a pilot basis 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. As announced in the 2017 Policy Address, SSSDP will be regularised from the 2018/19 academic year with an increased number of subsidised places from about 1 000 per cohort to about 3 000. Current students of the designated programmes will also receive the subsidy from the 2018/19 academic year. It is expected that about 13 000 students will benefit from the scheme each academic year.

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 policy bureaux.

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 five 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, 2016/17 and 2017/18 academic years, and the number of actual intakes in the 2015/16 and 2016/17 academic year are set out at **Annex**. The Education Bureau will announce the details of the relevant institutions, selected programmes and the respective number of subsidised places for the cohort to be admitted in the 2018/19 academic year later this year after consulting policy bureaux.

**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) – Major in Nursing	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 Actual Intakes,
and Annual Subsidy Amount for the Cohort Admitted in the 2016/17 Academic Year**

Institutions	Disciplines	Programmes	Number of subsidised places	Number of actual intakes	Annual subsidy amount (\$)
Caritas Institute of Higher Education	Health Care	Bachelor of Nursing (Honours)	60	60	70,000
Chu Hai College of Higher Education	Architecture and Engineering	Bachelor of Science (Honours) in Architecture	40	22	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	80	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	48	70,000
Tung Wah College	Health Care	Bachelor of Health Science (Honours) – Major in Nursing	200	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	30	40,000
	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	44	70,000
	Creative Industry	Bachelor of Arts (Honours) in Product Design	60	57	70,000
	Tourism and Hospitality	Bachelor of Arts (Honours) in Culinary Arts and Management	30	30	40,000
Total			1 030	991	

**Relevant Institutions, Selected Programmes, Number of Subsidised Places
and Annual Subsidy Amount for the Cohort to be Admitted in the 2017/18 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 Engineering with Honours in Testing and Certification	50	70,000
Tung Wah College	Health Care	Bachelor of Health Science (Honours) – Major in Nursing	200	70,000
	Health Care	Bachelor of Science (Honours) in Medical Laboratory Science	20	70,000
	Health Care	Bachelor of Science (Honours) in Radiation Therapy	12	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			1 062	

- End -

CONTROLLING OFFICER'S REPLY**EDB048****(Question Serial No. 0232)**

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

The Government has allocated \$288 million to the Vocational Training Council (VTC) to launch a pilot scheme which integrates structured apprenticeship training programmes with on-the-job training since the 2014/15 academic year. The scheme aims to attract and retain talent for industries with keen demand for labour, and will benefit four cohorts of 4 000 trainees in total.

In this connection, please advise this Committee of the industries involved, the number of industries involved, and the actual number of trainees participating in the scheme.

Asked by: Hon CHIANG Lai-wan (Member Question No. 2)

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 (AY), 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. Among others, the Task Force recommended to extend the Pilot Scheme to benefit more students pending a review. According to a review conducted by VTC in 2015, the Pilot Scheme was in general well received by the participating employers and students. Therefore, the Government has decided to extend the Pilot Scheme for two more cohorts of students 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.

The Pilot Scheme aims to cover industries meeting the following criteria –

- (a) the industry is facing labour shortage and/or ageing problems, and it has difficulties in hiring and retaining young people;
- (b) the relevant trades covered under the industry are very specialized and with a high level of technology contents; and
- (c) the industry is committed to provide allowance or subsidy to trainees and to offer a certain salary level to trainees who have completed the apprenticeship training and are willing to join relevant industries.

As at 28 February 2017, the electrical and mechanical (E&M) trades of the construction industry, printing, watch & clock, automobile, testing & certification and medical centre operations trades have joined the Pilot

Scheme. About 2 400 trainees have benefitted from the Pilot Scheme. Further breakdown by academic year and industry is as follow –

	Number of New Beneficiaries		
	2014/15 AY	2015/16 AY	2016/17 AY (as at 28 February 2017)
E&M and Construction	285	887	969
Testing and Certification	-	21	14
Medical Centre Operation	-	-	12
Watch & Clock	-	12	10
Printing	-	7	7
Automotive	-	81	113
Subtotal	285	1 008	1 125
Total	2 418		

- End -

CONTROLLING OFFICER'S REPLY**EDB049****(Question Serial No. 1144)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (2) Pre-primary Education, (3) Primary Education, (4) Secondary Education, (5) Special Education, (7) Post-secondary, Vocational and Professional EducationControlling Officer: Permanent Secretary for Education (Mrs Marion LAI)Director of Bureau: Secretary for EducationQuestion:

- (1) 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 2016/17 school year;
- (2) As NCS students have difficulties in adapting to the Chinese Language curriculum for local students, their Chinese proficiency is far behind the local students. This will surely hinder their future academic progression and employment. In this connection, would the Administration consider allocating more resources for enhancing the implementation of the "Chinese Language Curriculum Second Language Learning Framework" so as to facilitate NCS students' adaptation to the local Chinese language curriculum?

Asked by: Hon CHOW Ho-ding, Holden (Member Question No. 19)Reply:

- (1) 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 2016/17 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)	12 240	184 032	6.7%
Primary (Primary 1 - 6) (Note 4)	9 266	297 808	3.1%
Secondary (Secondary 1 - 6) (Note 4)	8 971	314 965	2.8%

Notes:

1. Figures refer to the position as at September of 2016.
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 only. Figures do not include special schools.
 5. 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.
- (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”) and the creation of an inclusive learning environment in schools. The expenditure for the related support measures from the 2014/15 to 2016/17 school years is tabulated at Annex. Besides, EDB has, based on the research framework drawn up in light of the advice of research and language experts, been collecting and analysing data to evaluate the effectiveness of the support measures for NCS students (including the “Learning Framework”) and will refine them as appropriate.

**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	Actual 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	224.0 Note	244.9 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	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.	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	3.9
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	2.6

Student grant for Applied Learning Chinese (for NCS students) starting from the 2014/15 school year	2.3	4.4	6.8
<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	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

EDB050

(Question Serial No. 1700)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education, (3) Primary Education, (4) Secondary Education, (6) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

Please advise this Committee of:

1. the respective numbers of ethnic minority students and non-Chinese speaking (NCS) students in kindergartens, primary schools and secondary schools in Hong Kong from this school year to the past 5 school years.
2. the educational support programmes and the amount of allocation for facilitating ethnic minority students and NCS students to learn Chinese language from this school year to the past 5 school years.

Asked by: Hon CHOW Ho-ding, Holden (Member Question No. 27)

Reply:

1. According to the information collected through the annual Student Enrolment Survey, the number of ethnic minority students studying in kindergartens and the number of non-Chinese speaking (NCS) ethnic minority students studying in public sector and Direct Subsidy Scheme primary and secondary schools in the past 5 years (i.e. from the 2012/13 to 2016/17 school years) is tabulated at Annex A. The number of NCS students studying in kindergartens, public sector and Direct Subsidy Scheme primary and secondary schools from the 2012/13 to 2016/17 school years is tabulated at Annex B. 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.
2. The support measures for NCS students (notably ethnic minority students) from the 2012/13 to 2016/17 school years and the expenditure are tabulated at Annex C.

**Number of ethnic minority students studying in kindergartens and
number of non-Chinese speaking ethnic minority students
studying in primary and secondary schools
from the 2012/13 to 2016/17 school years**

Level	2012/13 school year	2013/14 school year	2014/15 school year	2015/16 school year	2016/17 school year
Pre-primary (K1 to K3)	10 361	10 670	10 368	10 481	10 708
Primary (Primary 1 – 6)	7 429	7 761	8 088	8 338	8 694
Secondary (Secondary 1 – 6)	6 328	6 953	7 512	7 998	8 134

Notes:

1. Figures refer to the position as at September of the respective school years.
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
from the 2012/13 to 2016/17 school years**

Level	2012/13 school year	2013/14 school year	2014/15 school year	2015/16 school year	2016/17 school year
Pre-primary (K1 to K3)	12 324	12 029	11 933	11 982	12 240
Primary (Primary 1 – 6)	7 945	8 290	8 697	8 958	9 266
Secondary (Secondary 1 – 6)	6 919	7 576	8 224	8 782	8 971

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.

**Educational support measures for non-Chinese speaking (NCS) students
from the 2012/13 to 2016/17 school years**

Support measures	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	Actual expenditure in the 2015/16 school year \$ million	Estimated expenditure in the 2016/17 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>17.5</p> <p>Note 1</p>	<p>61.3</p> <p>Note 1</p>	<p>197.8</p> <p>Note 1</p>	<p>224.0</p> <p>Note 1</p>	<p>244.9</p> <p>Note 1</p>

Support measures	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	Actual expenditure in the 2015/16 school year \$ million	Estimated expenditure in the 2016/17 school year \$ million
<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 \$2.8 million to continue with the development of teaching reference materials and assessment tools</p> <p>Note 1</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.	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	2.7	2.6	3.8	3.7	3.9

Support measures	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	Actual expenditure in the 2015/16 school year \$ million	Estimated expenditure in the 2016/17 school year \$ million
<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>	13.0	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>	2.0	2.5	2.8	2.6	2.6
Student grant for Applied Learning Chinese (for NCS students) starting from the 2014/15 school year	-	-	2.3	4.4	6.8

Support measures	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	Actual expenditure in the 2015/16 school year \$ million	Estimated expenditure in the 2016/17 school year \$ million
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.	0.76	1.33	1.87	2.09	2.58
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	2.35	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	3.3 - -	3.0 - Note 1	3.0 - Note 1	- Note 2 Note 1	0.7 Note 2 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. For the 2-year USP project from the 2015/16 to 2016/17 school years, the actual expenditure of the 2015/16 school year is \$2.25 million and the estimated expenditure of the 2016/17 and 2017/18 school years is \$5.85 million and \$0.9 million 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

EDB051

(Question Serial No. 2293)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not specified
Programme: (7) Post-secondary, Vocational and Professional Education
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

Regarding the number of non-local students, would the Government please,

- (1) tabulate the number of non-local students of full-time locally-accredited self-financing sub-degree programmes by year, level of study and place of origin in the past 5 academic years; and
- (2) tabulate the number of non-local students of full-time locally-accredited self-financing degree programmes by year, level of study and place of origin in the past 5 academic years;

Asked by: Hon CHU Hoi-dick (Member Question No. 34)

Reply:

Requested information regarding non-local students of full-time locally-accredited self-financing sub-degree and undergraduate programmes from the 2012/13 to 2016/17 academic years is set out at **Annex A and B**.

**Number of Non-Local Students of Full-time Locally-Accredited
Self-financing Sub-degree Programmes by Institution and Place of Origin
from the 2012/13 to 2016/17 Academic Years**

Academic Year	Institution	Place of Origin		
		Mainland China	Others	Total
2012/13	Caritas Bianchi College of Careers	4	1	5
	City University of Hong Kong	12	2	14
	Hang Seng Management College	3	-	3
	HKU SPACE Po Leung Kuk Stanley Ho Community College	1	3	4
	Hong Kong Baptist University	206	8	214
	Hong Kong College of Technology	5	-	5
	Hong Kong Institute of Technology	19	3	22
	Lingnan University	150	-	150
	The Chinese University of Hong Kong	11	1	12
	The Chinese University of Hong Kong - Tung Wah Group of Hospitals Community College	28	1	29
	The Education University of Hong Kong	4	-	4
	The Hong Kong Polytechnic University	21	1	22
	The Open University of Hong Kong	-	2	2
	The University of Hong Kong	132	5	137
	Tung Wah College	5	-	5
	Vocational Training Council	25	5	30
	Yew Chung Community College	3	10	13
	Total	629	42	671
2013/14	Caritas Bianchi College of Careers	26	1	27
	Caritas Institute of Higher Education	4	-	4
	City University of Hong Kong	31	1	32
	Hang Seng Management College	3	-	3
	HKU SPACE Po Leung Kuk Stanley Ho Community College	4	4	8
	Hong Kong Art School	1	1	2
	Hong Kong Baptist University	270	3	273
	Hong Kong College of Technology	7	-	7
	Hong Kong Institute of Technology	25	4	29
	Hong Kong Nang Yan College of Higher Education	1	-	1
	Lingnan University	105	-	105
	The Chinese University of Hong Kong	16	3	19
	The Hong Kong Polytechnic University	11	1	12
	The Open University of Hong Kong	-	4	4

Academic Year	Institution	Place of Origin		
		Mainland China	Others	Total
	The University of Hong Kong	108	4	112
	Tung Wah College	6	-	6
	Vocational Training Council	46	4	50
	Yew Chung Community College	8	10	18
	Total	672	40	712
2014/15	Caritas Bianchi College of Careers	64	-	64
	Caritas Institute of Higher Education	10	-	10
	City University of Hong Kong	79	3	82
	Hang Seng Management College	3	-	3
	HKU SPACE Po Leung Kuk Stanley Ho Community College	10	2	12
	Hong Kong Art School	3	1	4
	Hong Kong Baptist University	341	1	342
	Hong Kong College of Technology	15	-	15
	Hong Kong Institute of Technology	28	2	30
	Hong Kong Nang Yan College of Higher Education	3	-	3
	Lingnan University	99	1	100
	The Chinese University of Hong Kong	36	4	40
	The Hong Kong Polytechnic University	16	1	17
	The Open University of Hong Kong	-	5	5
	The University of Hong Kong	123	1	124
	Tung Wah College	4	-	4
	Vocational Training Council	30	3	33
	Yew Chung Community College	6	5	11
	Total	870	29	899
2015/16	Caritas Bianchi College of Careers	80	1	81
	Caritas Institute of Community Education	3	-	3
	Caritas Institute of Higher Education	22	-	22
	City University of Hong Kong	130	8	138
	HKU SPACE Po Leung Kuk Stanley Ho Community College	9	1	10
	Hong Kong Art School	3	1	4
	Hong Kong Baptist University	319	1	320
	Hong Kong College of Technology	10	-	10
	Hong Kong Institute of Technology	27	2	29
	Hong Kong Nang Yan College of Higher Education	3	-	3
	Lingnan University	81	1	82
	The Chinese University of Hong Kong	35	1	36
	The Hong Kong Polytechnic University	15	1	16

Academic Year	Institution	Place of Origin		
		Mainland China	Others	Total
	The Open University of Hong Kong	1	34	35
	The University of Hong Kong	132	1	133
	Tung Wah College	4	-	4
	Vocational Training Council	20	2	22
	Yew Chung Community College	2	5	7
	Total	896	59	955
2016/17#	Caritas Bianchi College of Careers	62	1	63
	Caritas Institute of Higher Education	14	-	14
	City University of Hong Kong	170	6	176
	HKU SPACE Po Leung Kuk Stanley Ho Community College	16	4	20
	Hong Kong Art School	1	1	2
	Hong Kong Baptist University	264	2	266
	Hong Kong College of Technology	28	-	28
	Hong Kong Institute of Technology	24	-	24
	Hong Kong Nang Yan College of Higher Education	2	-	2
	Lingnan University	41	1	42
	The Chinese University of Hong Kong	25	-	25
	The Hong Kong Polytechnic University	11	1	12
	The Open University of Hong Kong	1	25	26
	The University of Hong Kong	238	-	238
	Tung Wah College	1	-	1
	Vocational Training Council	13	5	18
	Yew Chung Community College	1	5	6
	Total	912	51	963

Notes:

1. “-” denotes no such students.
2. “#” denotes provisional figures.

**Number of Non-Local Students of Full-time Locally-Accredited
Self-financing Undergraduate Programmes by Institution and Place of Origin
from the 2012/13 to 2016/17 Academic Years**

Academic Year	Institution	Place of Origin		
		Mainland China	Others	Total
2012/13	Caritas Institute of Higher Education	7	-	7
	Chu Hai College of Higher Education	41	-	41
	Hang Seng Management College	10	-	10
	Hong Kong Art School	-	2	2
	Hong Kong Baptist University	60	-	60
	Hong Kong Institute of Technology	7	-	7
	Hong Kong Shue Yan University	201	-	201
	SCAD Foundation (Hong Kong) Limited	-	102	102
	The Education University of Hong Kong	23	1	24
	The Hong Kong Polytechnic University	181	6	187
	The Open University of Hong Kong	112	6	118
	The University of Hong Kong	3	1	4
	Tung Wah College	33	-	33
	Total	678	118	796
2013/14	Caritas Institute of Higher Education	43	-	43
	Centennial College	21	-	21
	Chu Hai College of Higher Education	46	9	55
	Hang Seng Management College	7	-	7
	Hong Kong Art School	-	2	2
	Hong Kong Baptist University	69	-	69
	Hong Kong Shue Yan University	208	-	208
	SCAD Foundation (Hong Kong) Limited	-	189	189
	The Education University of Hong Kong	39	2	41
	The Hong Kong Polytechnic University	246	5	251
	The Open University of Hong Kong	130	5	135
	The University of Hong Kong	5	5	10
	Tung Wah College	41	-	41
	Vocational Training Council	4	9	13
	Total	859	226	1 085
2014/15	Caritas Institute of Higher Education	124	-	124
	Centennial College	68	1	69
	Chu Hai College of Higher Education	69	1	70
	Hang Seng Management College	23	-	23
	Hong Kong Art School	-	1	1

Academic Year	Institution	Place of Origin		
		Mainland China	Others	Total
	Hong Kong Baptist University	60	-	60
	Hong Kong Institute of Technology	-	1	1
	Hong Kong Shue Yan University	207	-	207
	SCAD Foundation (Hong Kong) Limited	-	228	228
	The Education University of Hong Kong	55	3	58
	The Hong Kong Polytechnic University	242	1	243
	The Open University of Hong Kong	181	4	185
	The University of Hong Kong	2	10	12
	The University of Hong Kong Science and Technology	-	36	36
	Tung Wah College	52	-	52
	Vocational Training Council	27	4	31
	Total	1 110	290	1 400
2015/16	Caritas Institute of Higher Education	182	1	183
	Centennial College	87	5	92
	Chu Hai College of Higher Education	70	17	87
	Hang Seng Management College	36	-	36
	Hong Kong Baptist University	67	-	67
	Hong Kong Institute of Technology	-	2	2
	Hong Kong Nang Yan College of Higher Education	14	-	14
	Hong Kong Shue Yan University	186	-	186
	SCAD Foundation (Hong Kong) Limited	-	174	174
	The Chinese University of Hong Kong	-	2	2
	The Education University of Hong Kong	67	7	74
	The Hong Kong Polytechnic University	226	-	226
	The Open University of Hong Kong	239	1	240
	The University of Hong Kong	-	22	22
	The University of Hong Kong Science and Technology	2	76	78
	Tung Wah College	55	-	55
	Vocational Training Council	36	4	40
	Total	1 267	311	1 578
2016/17#	Caritas Institute of Higher Education	167	3	170
	Centennial College	63	6	69
	Chu Hai College of Higher Education	111	2	113
	City University of Hong Kong	-	2	2
	Hang Seng Management College	33	-	33
	Hong Kong Baptist University	104	-	104
	Hong Kong Institute of Technology	-	2	2
	Hong Kong Nang Yan College of Higher	8	-	8

Academic Year	Institution	Place of Origin		
		Mainland China	Others	Total
	Education			
	Hong Kong Shue Yan University	201	-	201
	SCAD Foundation (Hong Kong) Limited	11	207	218
	The Education University of Hong Kong	71	7	78
	The Hong Kong Polytechnic University	198	3	201
	The Open University of Hong Kong	354	2	356
	The University of Hong Kong	-	37	37
	The University of Hong Kong Science and Technology	-	111	111
	Tung Wah College	32	2	34
	Vocational Training Council	30	10	40
	Total	1 383	394	1 777

Notes:

1. Figures include first-year-first-degree and top-up degree programmes.
2. “-” denotes no such students.
3. “#” denotes provisional figures.

- End -

CONTROLLING OFFICER'S REPLY

EDB052

(Question Serial No. 2294)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

- (1) Please tabulate the average tuition fees of full-time locally-accredited self-financing sub-degree programmes by year, institution and programme in the past 5 academic years; and
- (2) Please tabulate the average tuition fees of full-time locally-accredited self-financing degree programmes by year, institution and programme in the past 5 academic years.

Asked by: Hon CHU Hoi-dick (Member Question No. 35)

Reply:

The average annual tuition fees of full-time locally-accredited self-financing sub-degree and undergraduate (including first-year-first-degree and top-up degree) programmes from the 2012/13 to 2016/17 academic years is set out at Annex.

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 2012/13 to 2016/17 Academic Years

Institution	Average Annual Tuition Fee (\$)														
	2012/13 Academic Year ^[1]			2013/14 Academic Year			2014/15 Academic Year			2015/16 Academic Year			2016/17 Academic Year		
	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	49,045 - 53,840	-	-	51,015 - 56,540	-	-	51,800 - 57,705	-	-	54,000 - 60,500	-	-	56,060 - 62,800	-	-
Caritas Institute of Community Education	-	-	-	-	-	-	48,500	-	-	46,000 - 48,500	-	-	47,250 - 53,250	-	-
Caritas Institute of Higher Education	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	56,060 - 60,730	69,105 - 101,640	70,580 - 71,970
Centennial College	-	87,000	92,000	-	87,000	92,000	-	87,000	92,000	-	94,000	99,000	-	94,000	99,000
Chu Hai College of Higher Education	-	55,000	-	-	53,429 - 61,500	-	-	65,000 - 65,833	-	-	68,500 - 69,333	-	-	71,500	-
City University of Hong Kong and its School of Continuing and Professional Education ^[2] and Community College of City University	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	47,250 - 83,900	73,200	69,881 - 101,280
Gratia Christian College	-	-	-	-	-	-	-	-	-	-	62,500	-	-	62,500	-
Hang Seng Management College	45,000	63,500	65,000	48,000	66,500	68,000	49,500	69,000	70,500	-	77,250	82,300	-	79,800	81,466 - 84,800
HKCT Institute of Higher Education	-	-	-	-	-	-	-	64,750	66,000	-	64,750	66,000	-	66,000	66,000
HKU SPACE Po Leung Kuk Stanley Ho Community College	51,150	-	-	52,500	-	-	52,500	-	-	55,000	-	-	55,000	-	-
Hong Kong Adventist College	39,600	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hong Kong Art School ^[2]	43,000	77,522	-	45,000	81,400	-	46,500	81,400	-	48,000	84,000	-	49,500	86,700	-
Hong Kong Baptist University and its School of Continuing Education and College of International Education	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	47,250 - 57,000	58,720	78,000 - 158,000
Hong Kong College of Technology	41,000 - 49,480	-	-	43,740 - 51,600	-	-	47,100 - 54,120	-	-	47,100 - 54,120	-	-	49,880 - 56,760	-	-
Hong Kong Institute of Technology ^[2]	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	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	41,000	65,000 - 71,000	65,000 - 79,000
Hong Kong Shue Yan University	-	55,000	-	-	55,000	-	-	60,000	-	-	60,000	-	-	60,000	-

Institution	Average Annual Tuition Fee (\$)														
	2012/13 Academic Year ^[1]			2013/14 Academic Year			2014/15 Academic Year			2015/16 Academic Year			2016/17 Academic Year		
	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
Kaplan Business and Accountancy School	48,000	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Lingnan University and its Community College at Lingnan University and Lingnan Institute of Further Education	43,800 - 50,000	-	-	43,800 - 50,000	-	-	43,800 - 50,000	-	-	48,000 - 52,500	-	-	50,000 - 52,500	-	-
Pui Ching Academy	39,000	-	-	41,000	-	-	41,000 - 44,000	-	-	-	-	-	-	-	-
Sacred Heart Canossian College of Commerce	43,700	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SCAD Foundation (Hong Kong) Limited / Savannah College of Art and Design, Inc. ^[2]	-	266,939	-	-	279,755	-	-	282,215	-	-	287,856	-	-	281,014	-
School of Continuing and Professional Studies, The Chinese University of Hong Kong ^[2]	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	48,038 - 72,760	-	90,000 - 127,800
The Education University of Hong Kong	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	-	75,000 - 84,000	75,000 - 85,800
The Hong Kong Polytechnic University and its School of Professional Education and Executive Development and Hong Kong Community College	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	52,500 - 62,475	-	67,500 - 120,000
The Hong Kong University of Science and Technology	-	-	-	-	-	-	-	247,759	-	-	251,649	-	-	251,649	-
The Open University of Hong Kong and Li Ka Shing Institute of Professional and Continuing Education ^[2]	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	53,700 - 82,575	65,480 - 115,600	65,475 - 100,738
The University of Hong Kong - HKU SPACE & HKU SPACE Community College ^[2]	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	55,000 - 76,000	53,600	49,900 - 110,700
Tung Wah College	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	54,000 - 88,150	62,250 - 115,600	42,000 - 109,475
Vocational Training Council ^[2]	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	52,200 - 53,400	71,280 - 92,730	62,800 - 94,750
Yew Chung Community College	53,550	-	-	60,500	-	-	63,150 - 63,650	-	-	64,900	-	-	67,000	-	-
YMCA College of Careers	43,000	-	-	44,250	-	-	46,000	-	-	43,200 - 46,000	-	-	45,000 - 49,500	-	-

Notes:

- [1] Tuition fee information includes 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.

- End -

CONTROLLING OFFICER'S REPLY

EDB053

(Question Serial No. 2296)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not specified
Programme: (7) Post-secondary, Vocational and Professional Education
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

Regarding self-financing postgraduate programmes offered by University Grants Committee (UGC)-funded institutions, would the Government please,

- (1) tabulate the number of student intake and average tuition fees of self-financing taught postgraduate programmes offered by UGC-funded institutions by year, institution and programme in the past 5 academic years; and
- (2) tabulate the number of student intake and average tuition fees of self-financing research postgraduate programmes offered by UGC-funded institutions by year, institution and programme in the past 5 academic years.

Asked by: Hon CHU Hoi-dick (Member Question No. 36)

Reply:

According to the information provided by the University Grants Committee-funded institutions, the number of actual intakes and total tuition fee of their locally-accredited self-financing taught postgraduate and research postgraduate programmes provided in the 2012/13 to 2016/17 academic years are set out at Annex A and B respectively.

**Number of Locally-Accredited Self-financing Taught Postgraduate Programmes, their Actual Intake and Total Tuition Fee by Institution
from the 2012/13 to 2016/17 Academic Years**

Institution	2012/13			2013/14			2014/15			2015/16			2016/17 #		
	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 (\$)
City University of Hong Kong	68	3 049	34,080 - 567,760	66	3 240	34,080 - 634,000	68	3 466	34,080 - 677,310	63	3 334	36,120 - 696,690	60	NA	44,280 - 706,380
Hong Kong Baptist University	59	2 000	14,000 - 428,000	63	2 332	14,000 - 428,000	69	2 392	65,000 - 428,000	59	2 029	65,000 - 495,000	67	NA	65,000 - 495,000
Lingnan University	9	337	55,000 - 120,000	8	232	55,000 - 120,000	9	318	65,000 - 126,000	10	305	52,000 - 152,000	10	NA	52,000 - 152,000
The Chinese University of Hong Kong	184	5 411	45,000 - 597,000	201	6 070	45,000 - 550,800	206	5 686	50,000 - 550,800	186	5 250	52,000 - 645,540	189	NA	55,000 - 674,700
The Education University of Hong Kong	20	526	48,000 - 252,000	24	745	78,000 - 252,000	24	725	78,000 - 273,600	23	692	83,000 - 286,560	32	NA	84,000 - 311,040
The Hong Kong Polytechnic University	96	3 358	81,000 - 556,000	103	3 729	81,000 - 634,000	105	3 743	81,000 - 690,000	89	3 546	81,000 - 690,000	169	NA	90,000 - 707,400
The Hong Kong University of Science and Technology	43	1 425	45,000 - 1,165,000	50	1 575	45,000 - 1,190,000	52	1 763	50,000 - 1,205,000	51	1 815	50,000 - 1,250,000	59	NA	55,000 - 1,250,000
The University of Hong Kong	162	4 212	24,030 - 1,095,120	169	4 568	12,400 - 975,312	184	4 514	13,400 - 1,095,120	163	4 844	14,800 - 1,051,200	182	NA	13,900 - 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 2012/13 to 2016/17 Academic Years**

Institution	2012/13			2013/14			2014/15			2015/16			2016/17 #		
	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	3	3	144,000 – 252,600	7	8	144,000 – 252,600	7	6	144,000 – 252,600	9	12	144,000 – 252,600	9	NA	144,000 – 252,600
The Hong Kong University of Science and Technology	1	43	160,000	1	38	160,000	1	0	160,000	-	-	-	-	-	-
The University of Hong Kong	47	71	151,500 – 227,250	55	97	151,500 – 227,250	56	100	151,500 – 227,250	50	87	84,200 – 227,250	50	NA	84,200 – 283,500

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

EDB054

(Question Serial No. 2298)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not specified
Programme: (7) Post-secondary, Vocational and Professional Education
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

Regarding self-financing postgraduate programmes offered by University Grants Committee (UGC)-funded institutions, would the Government please,

- (1) tabulate the respective numbers and ratios of non-local and local students of self-financing taught postgraduate programmes offered by UGC-funded institutions by year, institution, level of study and place of origin in the past 5 academic years; and
- (2) tabulate the respective numbers and ratios of non-local and local students of self-financing research postgraduate programmes offered by UGC-funded institutions by year, institution, level of study and place of origin in the past 5 academic years;

Asked by: Hon CHU Hoi-dick (Member Question No. 38)

Reply:

According to the information provided by the University Grants Committee-funded institutions, the student enrolment (with breakdown by place of origin) of their locally-accredited self-financing postgraduate programmes provided in the 2011/12 to 2015/16 academic years is set out at Annex A (for taught postgraduate programmes) and B (for research postgraduate programmes) respectively.

Student Enrolment in Locally-accredited Self-financing Taught Postgraduate Programmes Offered by UGC-funded Institutions by Place of Origin from the 2011/12 to the 2015/16 Academic Years

Academic Year	Place of Origin	Institution								Total
		CityU	HKBU	LU	CUHK	EDUHK	PolyU	HKUST	HKU	
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%)
	Mainland 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%)
	Mainland 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%)
	Mainland 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%)
	Mainland 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%)
2015/16	Local students	2 656 (52.1%)	1 024 (37.6%)	163 (41.9%)	5 803 (68.4%)	718 (61.0%)	5 628 (74.1%)	1 089 (39.6%)	6 544 (78.0%)	23 625 (64.5%)
	Mainland China	2 355 (46.2%)	1 648 (60.5%)	210 (54.0%)	2 544 (30.0%)	448 (38.0%)	1 832 (24.1%)	1 360 (49.4%)	1 541 (18.4%)	11 938 (32.6%)
	Other non-local students	88 (1.7%)	50 (1.8%)	16 (4.1%)	134 (1.6%)	12 (1.0%)	137 (1.8%)	302 (11.0%)	307 (3.7%)	1 046 (2.9%)
	Total	5 099 (100.0%)	2 722 (100.0%)	389 (100.0%)	8 481 (100.0%)	1 178 (100.0%)	7 597 (100.0%)	2 751 (100.0%)	8 392 (100.0%)	36 609 (100.0%)

Notes:

Figures include both full-time and part-time students.

Abbreviations:

CityU	City University of Hong Kong	HKBU	Hong Kong Baptist University
LU	Lingnan University	CUHK	The Chinese University of Hong Kong
EDUHK	The Education University of Hong Kong	PolyU	The Hong Kong Polytechnic University
HKUST	The Hong Kong University of Sciences and Technology	HKU	The University of Hong Kong

**Student Enrolment in Locally-accredited Self-financing Research Postgraduate Programmes Offered
by UGC-funded Institutions by Place of Origin from the 2011/12 to the 2015/16 Academic Years**

Academic Year	Place of Origin	Institution					Total
		HKBU	CUHK	EDUHK	HKUST	HKU	
2011/12	Local students	9 (64.3%)	6 (85.7%)	-	1 (6.3%)	330 (84.6%)	346 (81.0%)
	Mainland China	4 (28.6%)	1 (14.3%)	-	15 (93.8%)	36 (9.2%)	56 (13.1%)
	Other non-local students	1 (7.1%)	0 (0.0%)	-	0 (0.0%)	24 (6.2%)	25 (5.9%)
	Total	14 (100.0%)	7 (100.0%)	-	16 (100.0%)	390 (100.0%)	427 (100.0%)
2012/13	Local students	11 (68.8%)	4 (100.0%)	4 (100.0%)	0 (0.0%)	316 (81.4%)	335 (71.4%)
	Mainland China	5 (31.3%)	0 (0.0%)	0 (0.0%)	57 (100.0%)	44 (11.3%)	106 (22.6%)
	Other non-local students	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	28 (7.2%)	28 (6.0%)
	Total	16 (100.0%)	4 (100.0%)	4 (100.0%)	57 (100.0%)	388 (100.0%)	469 (100.0%)
2013/14	Local students	19 (67.9%)	4 (100.0%)	4 (100.0%)	0 (0.0%)	315 (77.4%)	342 (65.5%)
	Mainland China	8 (28.6%)	0 (0.0%)	0 (0.0%)	79 (100.0%)	62 (15.2%)	149 (28.5%)
	Other non-local students	1 (3.6%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	30 (7.4%)	31 (5.9%)
	Total	28 (100.0%)	4 (100.0%)	4 (100.0%)	79 (100.0%)	407 (100.0%)	522 (100.0%)
2014/15	Local students	25 (71.4%)	4 (100.0%)	4 (100.0%)	0 (0.0%)	302 (72.1%)	335 (65.2%)
	Mainland China	9 (25.7%)	0 (0.0%)	0 (0.0%)	52 (100.0%)	86 (20.5%)	147 (28.6%)
	Other non-local students	1 (2.9%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	31 (7.4%)	32 (6.2%)
	Total	35 (100.0%)	4 (100.0%)	4 (100.0%)	52 (100.0%)	419 (100.0%)	514 (100.0%)
2015/16	Local students	30 (63.8%)	3 (100.0%)	3 (100.0%)	0 (0.0%)	295 (72.1%)	331 (70.4%)
	Mainland China	17 (36.2%)	0 (0.0%)	0 (0.0%)	8 (100.0%)	87 (21.3%)	112 (23.8%)
	Other non-local students	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	27 (6.6%)	27 (5.7%)
	Total	47 (100.0%)	3 (100.0%)	3 (100.0%)	8 (100.0%)	409 (100.0%)	470 (100.0%)

Notes:

Figures include both full-time and part-time students.

Abbreviations:

HKBU	Hong Kong Baptist University	CUHK	The Chinese University of Hong Kong
EDUHK	The Education University of Hong Kong	HKUST	The Hong Kong University of Sciences and Technology
HKU	The University of Hong Kong		

– End –

CONTROLLING OFFICER'S REPLY

EDB055

(Question Serial No. 2341)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not specified
Programme: (7) Post-secondary, Vocational and Professional Education
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

Regarding the Mainland University Study Subsidy Scheme (MUSSS), would the Government advise this Committee:

- (1) the number of students benefited from the MUSSS in the past 5 academic years; and
- (2) the total number of students pursued further studies under the Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions in the past 5 academic years.

Asked by: Hon CHU Hoi-dick (Member Question No. 42)

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 in the Mainland under the Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions (Admission Scheme). Students having passed 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. To better support Hong Kong students in pursuing undergraduate studies in the Mainland and ensure that no students will be deprived of post-secondary education opportunity due to a lack of means, starting from the 2016/17 academic year, the MUSSS has been expanded to support needy Hong Kong students pursuing undergraduate studies in designated Mainland institutions, irrespective of the channels of their admission to these institutions.

For the 2014/15 academic year, 263 applicants were eligible to receive the subsidy. For the 2015/16 and 2016/17 (as at 28 February 2017) academic years, including both newly approved applications and successful renewals, subsidy was provided to 479 students and 2 144 students respectively.

- (2) The number of students admitted to Mainland institutions under the Admission Scheme in the 2012/13, 2013/14, 2014/15, 2015/16 and 2016/17 academic years was 976, 1 188, 1 535, 1 444 and 1 391 respectively.

- End -

CONTROLLING OFFICER'S REPLY

EDB056

(Question Serial No. 1023)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not specified
Programme: (7) Post-secondary, Vocational and Professional Education
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

Regarding the work to continue to implement the Pilot Training and Support Scheme (Pilot Scheme) as stated under the Matters Requiring Special Attention in 2017-18, would the Government advise this Committee of the following:

1. What is the number of participants in the Pilot Scheme in 2016-17? What training courses are taken by the participants in general?
2. Has the Government made any publicity efforts of any nature and type for the Pilot Scheme? If yes, what are the details? If no, what are the reasons?
3. What are the estimated expenditure and staffing arrangement for 2017-18?

Asked by: Hon HO Kai-ming (Member Question No. 20)

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 (AY), 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. Among others, the Task Force recommended to extend the Pilot Scheme to benefit more students pending a review. According to a review conducted by VTC in 2015, the Pilot Scheme was in general well received by the participating employers and students. Therefore, the Government has decided to extend the Pilot Scheme for two more cohorts of students 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.

As at 28 February 2017, the electrical and mechanical (E&M) trades of the construction industry, printing, watch & clock, automobile, testing & certification and medical centre operations trades have joined the Pilot Scheme. About 2 400 trainees have benefitted from the Pilot Scheme. Further breakdown by academic year and industry is as follow –

	Number of New Beneficiaries (as at 28 February 2017)		
	2014/15 AY	2015/16 AY	2016/17 AY
E&M and Construction	285	887	969
Testing and Certification	-	21	14
Medical Centre Operation	-	-	12
Watch & Clock	-	12	10
Printing	-	7	7
Automotive	-	81	113
Subtotal	285	1 008	1 125
Total	2 418		

VTC has launched a multi-faceted publicity campaign since the commencement of the Pilot Scheme, in order to enhance the awareness and understanding of the Pilot Scheme among students, teachers, parents and industries. A variety of promotion activities, including multimedia advertising, school talks, exhibition booths, media interviews and promotions to trade associations and industry partners, has been carried out.

In the 2017-18 financial year, the estimated expenditure of the Pilot Scheme is about \$66 million. The estimated expenditure only covers the allowance to be provided to students, and VTC will provide administrative support for the Pilot Scheme using existing manpower resources.

- End -

CONTROLLING OFFICER'S REPLY**EDB057****(Question Serial No. 1027)**

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

The Government has allocated funds to the Vocational Training Council to implement the Pilot Subsidy Scheme for Students of Professional Part-time Programmes. In this connection, please advise this Committee on the following information:

1. What is the number of beneficiaries in the 2016/17 academic year?
2. What are the estimated expenditure of the Scheme in 2017-2018 and the estimated number of student beneficiaries?
3. Currently, the Scheme only covers programmes in the disciplines of construction, engineering and technology. Would the Administration include programmes of other disciplines with a view to increasing student enrollment? If yes, what new disciplines will be included?

Asked by: Hon HO Kai-ming (Member Question No. 9)

Reply:

In order to further encourage continuing education, we have implemented the Pilot Subsidy Scheme for Students of Professional Part-time Programmes (Pilot Scheme) starting from the 2016/17 academic year to provide tuition fee subsidy for working adults admitted to designated professional part-time programmes offered by the Vocational Training Council (VTC) covering programmes in the disciplines of construction, engineering and technology. The Pilot Scheme targets to encourage working adults to pursue higher qualifications which help enhance their upward mobility. The estimated number of beneficiaries of the 2016/17 to 2018/19 cohorts is as follows –

	2016/17 cohort	2017/18 cohort	2018/19 cohort
Estimated number of beneficiaries	1 700	1 900	2 000

The Pilot Scheme will incur a total non-recurrent expenditure of \$200 million for three cohorts of students, including both tuition fee subsidy and VTC's administrative cost for implementing the Pilot Scheme. The estimated expenditure from the 2016-17 to 2021-22 financial years is as follows –

	2016-17 \$ million	2017-18 \$ million	2018-19 \$ million	2019-20 \$ million	2020-21 \$ million	2021-22 \$ million	Total \$ million
(a) Tuition fee subsidy	6.3	33.1	55.7	60.2	27.6	6.1	189.0
(b) Administrative cost	1.0	2.0	2.0	2.0	2.0	1.0	10.0
Total	7.3	35.1	57.7	62.2	29.6	7.1	199.0

The construction, engineering and technology trades are highly specialised and have a comparatively high skill requirement which renders recruitment and retention of employees difficult. A review on the effectiveness of the Pilot Scheme will be conducted in due course having regard to the number of applications, completion rate as well as feedback from relevant parties. We will also review the scope of programmes to be covered by the Pilot Scheme as appropriate.

- End -

CONTROLLING OFFICER'S REPLY

EDB058

(Question Serial No. 1036)

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

Regarding the wastage rate of kindergarten teachers, please inform this Committee of:

1. the basis of estimation for the estimated wastage rate of 10.2% in the 2017/18 school year;
2. with a high wastage rate reaching 10%, whether the Administration has allocated funding to the study of any measure to reduce the wastage rate of kindergarten teachers, such as a study on the feasibility of establishing a master pay scale for kindergarten teachers and expanding the staff establishment; and
3. if yes, the details of the specific measures and the estimated expenditure; if no, the reason for that.

Asked by: Hon HO Kai-ming (Member Question No. 10)

Reply:

(1)

"Wastage rate" refers to the number of drop-out teachers (i.e. teachers who had served in a local kindergarten (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) as a percentage of the total number of teachers in local KGs as at mid-September of the preceding school year. The projected wastage rate for 2017/18 is estimated by making reference to the provisional wastage figures and the number of teachers of the 2016/17 school year, which were compiled based on the results of the 2016 Survey on KG Teachers / Child Care Staff.

(2) and (3)

Under the Free Quality KG Education Scheme (Scheme) to be implemented starting from the 2017/18 school year, manpower resources for KGs will be enhanced with the requirement in teacher to pupil ratio raised from 1:15 (including the principal) to 1:11 (principal not included) so as to allow teachers more capacity to cater for the diverse needs of students, engage in curriculum development, lesson planning, professional development, communication with parents, etc..

As regards teacher wastage, according to the information provided by KGs, common reasons for the KG teachers leaving the sector include marriage, child caring, taking up employment outside the profession, retirement, further studies, illness and migration, etc.. For retaining and attracting quality teachers and maintaining a stable teaching force for providing quality KG education, a career ladder and competitive remuneration for teachers are conducive factors. Under the Scheme, a three-level teaching staff structure with principal, senior teachers and class teachers is considered appropriate for a KG. For some KGs, a vice-principal may be needed to assist the principal in overseeing the school administration, curriculum

development and operation matters. On teachers' salary, EDB provides a salary range for each teaching position for KGs to remunerate their teachers within the range. Taking the salary of basic rank teachers as an example, in the 2017/18 school year, the salary will range between \$20,770 and \$36,930, which is a significant increase over the median salary (about \$20,000) of teachers under the Pre-primary Education Voucher Scheme in the 2015/16 school year. We expect that KG teachers' salary will be further raised under the Scheme.

As regards a mandatory salary scale for KG teachers, salary-related practices under the funding mode of aided schools could not be applied to KGs in isolation. In the aided sector, the funding mode is tied with several inter-connected components, such as EDB's annual approval for the number of operating classes which in turn determines the staff establishment, and is subject to a basket of control measures under the Government's prudent and balanced planning of school places operated through school place allocation systems. If the aided school funding mode is adopted in the KG sector, it may result in packing of classes and teacher redundancy in KGs in times of enrolment drop. Besides, KGs would become less flexible in operating HD and WD classes to meet the needs of parents.

As compared to a mandatory salary scale in which teacher salary is determined solely in accordance with seniority, it is appropriate and fit to provide KGs with salary ranges which could ensure competitiveness while at the same time allow flexibility for the KG management to decide on their staff remuneration, taking into account their qualifications, teaching experience, performance, additional duties, training received and special skills possessed, etc. In light of the above, we have no plans to provide a mandatory salary scale for KG teachers at this stage. We will continue to listen to views of various stakeholders.

- End -

CONTROLLING OFFICER'S REPLY**EDB059****(Question Serial No. 1851)**

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

As mentioned under the Matters Requiring Special Attention in 2017-2018, the Administration will continue to provide School-based Educational Psychology Service to all public sector primary and secondary schools. In this connection, please advise this Committee of:

1. the staffing arrangement and estimates regarding the employment of educational psychologists;
2. the basis of calculation for the ratio of educational psychologist to school at 1:4; and
3. as a serious student suicide problem currently exists, the measures the Administration has to enhance the educational psychology service.

Asked by: Hon HO Kai Ming (Member Question No. 13)

Reply:

(1) to (3)

The School-based Educational Psychology Service (SBEPS) covers all public sector primary and secondary schools, with one educational psychologist (EP) serving six to ten public sector schools (including both primary and secondary schools) and visiting each school for an average of 20 days per school year. Since the 2016/17 school year, the Government has further enhanced 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. Apart from helping the schools strengthen their preventive and developmental work, EPs pay more frequent visits to these schools for an average of 30 days per school year and provide comprehensive and regular follow-up to students as well as intervention services to the schools concerned based on their needs.

The number of EPs involved in the provision of SBEPS in the 2016/17 and 2017/18 school years is 138 and 144 respectively. The revised estimate in the provision of SBEPS for public sector schools in the 2016/17 school year is \$146 million. The estimated expenditure in the 2017/18 school year is \$153 million.

The Education Bureau will continue to keep in view service needs of schools and the provision of EPs in the market. As and when necessary, we will liaise with local universities for meeting the manpower demand, in order to continuously enhance the support to schools in catering for students' diverse needs.

With the recommendations of the Committee on Prevention of Student Suicides, starting from the 2016/17 school year, EDB in collaboration with relevant bureaux and departments has put forward various measures to enhance support for schools to take care of students in need, which are directed at three levels, namely "Universal", "Selective" and "Indicated". Universal prevention strategies are designed to reach all students

aiming to strengthen protective factors. Selective prevention strategies target vulnerable students. Indicated prevention strategies target students with suicidal risk.

At the Universal level, the Joyful@School Campaign has been launched in schools jointly by the Department of Health and EDB with an aim to enhancing students' knowledge and understanding about mental health and their competency in coping with environmental changes. Schools can submit applications to the Quality Education Fund through the simplified application mechanism for funding not exceeding \$150,000 to implement related activities under the Campaign.

At the Selective level, EDB will conduct professional development programmes for teachers, which include elementary training for teachers at large and in-depth training for designated teachers, as well as develop screening tools and materials, to raise their awareness on mental health and help them early detect and support students with mental health needs including those with suicidal risks. Subsidy for supply teachers will be offered to schools as appropriate.

At the Indicated level, as announced in the 2017 Policy Address, starting from the 2017/18 school year, the Learning Support Grant that EDB provides for public sector mainstream primary and secondary schools will cover students with mental illness so that schools will have additional resources to provide appropriate services, such as arranging for counselling and emotional support, etc. The estimated expenditure in the 2017-18 financial year is about \$30 million. In addition, the Food and Health Bureau, in collaboration with EDB, the Hospital Authority (HA) and the Social Welfare Department (SWD) launched a two-year pilot scheme "Student Mental Health Support Scheme" based on a medical-educational-social collaboration model in 17 schools by two phases from the 2016/17 school year to the 2017/18 school year. Under the pilot scheme, a multi-disciplinary team is formed in each school comprising a psychiatric nurse of HA, designated teacher(s) and a school social worker as the core members to work closely with the psychiatric teams of HA, the school-based EPs, relevant teachers and social workers from relevant social service units for the provision of support services to students with mental health needs and their carers.

- End -

CONTROLLING OFFICER'S REPLY

EDB060

(Question Serial No. 1855)

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

The Government will continue to implement a series of measures aiming at facilitating the sustainable development of schools and maintaining the stability and strengths of the teaching force. In this regard, please advise this Committee of:

1. whether the Bureau has included other staff of schools, such as laboratory technicians, into consideration other than maintaining the strengths of the teaching force?
2. the manpower arrangement of laboratory technicians in government and aided secondary schools as well as the estimated expenditure for employing laboratory technicians in 2017-2018?

Asked by: Hon HO Kai-ming (Member Question No. 15)

Reply:

1. The Education Bureau (EDB) has introduced a host of measures to facilitate the sustainable development of schools. In the case of school laboratory technicians, EDB will, in accordance with the EDB Circular No. 12/2016 "Arrangements for the Provision of Laboratory Technicians from the 2017/18 School Year Onwards" issued on 28 November 2016, allow schools to have ample time to plan for the manpower deployment and arrangement through a three-year transitional period (i.e. from the 2017/18 school year to the 2019/20 school year) in dealing with the issue of surplus laboratory technicians.
2. The provision of laboratory technicians to government and aided secondary schools from the 2017/18 school year onwards will be based on the updated calculation of practical periods taking into account the number of approved classes and senior secondary science subject groups. For the 2017/18 school year, schools will be requested to submit the above-mentioned data to EDB through the annual exercise related to schools' applications for grants for operating classes and appointment of staff (including Laboratory Technician) in April 2017. Hence, the manpower arrangement of laboratory technicians in the 2017/18 school year and the estimated expenditure are not readily available now.

- End -

CONTROLLING OFFICER'S REPLY

EDB061

(Question Serial No. 2243)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

- (1) Please tabulate the total number of ethnic minority (EM) students, including Indonesian, Filipino, Indian, Pakistani, Nepalese, and other Asians currently studying in kindergartens, primary schools and secondary schools in Hong Kong.
- (2) What were the numbers of EM students who completed subsidised programmes offered by the Universities and self-financing degree programmes in Hong Kong over the past 5 years?
- (3) What are the Government policies to help EM students to increase their chances to pursue studies in tertiary institutions?

Asked by: Hon HO Kwan-yiu, Junius (Member Question No. 20)

Reply:

- (1) According to the information collected through the annual Student Enrolment Survey, the number of ethnic minority students studying in kindergartens and the number of non-Chinese speaking (NCS) ethnic minority students studying in public sector and Direct Subsidy Scheme (DSS) primary and secondary schools in the 2016/17 school year is tabulated at [Annex](#).
- (2) Admission to post-secondary programmes (including sub-degree and undergraduate programmes offered by UGC-funded universities and self-financing institutions) is offered to eligible applicants, irrespective of their race and language spoken at home. 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 universities. 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 admitted was 249, 227, 226, 220 and 265 (provisional) in the 2012/13, 2013/14, 2014/15, 2015/16 and 2016/17 academic years respectively. As for the self-financing sector, statistics with breakdown by NCS students are not available.
- (3) 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 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 include progressively advanced professional development programmes for teachers and enhanced school-based professional support services with diversified modes.

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 students by ethnicity studying in kindergartens and
number of non-Chinese speaking ethnic minority students by ethnicity
studying in primary and secondary schools
in the 2016/17 school year**

	Pre-primary (K1 – K3)	Primary (Primary 1 – 6)	Secondary (Secondary 1 – 6)
Indonesian	103	128	72
Filipino	584	1 309	1 508
Indian	1 242	970	1 201
Pakistani	1 515	3 121	2 890
Nepalese	978	1 671	1 364
Japanese	738	113	59
Thai	107	161	134
Korean	310	53	55
Other Asian	338	227	213
White	3 251	567	217
Others	1 542	374	421
Total	10 708	8 694	8 134

Notes:

1. Figures refer to the position as at September 2016.
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.

- End -

CONTROLLING OFFICER'S REPLY

EDB062

(Question Serial No. 2245)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not specified
Programme: (6) 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 (NCS) or ethnic minority students to facilitate their learning of the Chinese language in the past 2 financial years; as well as the respective estimated expenditure in this financial year.

Asked by: Hon HO Kwan-yiu, Junius (Member Question No. 21)

Reply:

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 support measures for NCS students from the 2015/16 to 2017/18 school years and the expenditure are tabulated at Annex.

**Educational support measures for non-Chinese speaking (NCS) students
from the 2015/16 to 2017/18 school years**

Support measures	Actual expenditure in the 2015/16 school year \$ million	Estimated expenditure in the 2016/17 school year \$ million	Estimated expenditure in the 2017/18 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.	224.0 Note 1	244.9 Note 1	259.5 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	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	3.7	3.9	4.1
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	2.6	2.8

Student grant for Applied Learning Chinese (for NCS students) starting from the 2014/15 school year	4.4	6.8	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	2.58	3.07
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	2.35	1.72	Note 2
<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>(c) With the implementation of the free quality kindergarten education policy starting from the 2017/18 school year:</p> <p>(i) a grant comparable to the recommended salary of one kindergarten teacher will be provided to kindergartens admitting 8 or more NCS students for supporting NCS students</p> <p>(ii) training courses will be provided for kindergarten teachers on support of NCS students</p>	<p>-</p> <p>Note 3</p> <p>Note 1</p> <p>-</p> <p>-</p>	<p>0.7</p> <p>Note 3</p> <p>Note 1</p> <p>-</p> <p>-</p>	<p>-</p> <p>Note 3</p> <p>Note 1</p> <p>45.4</p> <p>1.8</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. Subject to further deliberation by the Standing Committee on Language Education and Research, the estimated expenditure is still being worked out.
3. For the 2-year USP project from the 2015/16 to 2016/17 school years, the actual expenditure of the 2015/16 school year is \$2.25 million and the estimated expenditure of the 2016/17 and 2017/18 school years is \$5.85 million and \$0.9 million 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. Besides, a funding of about \$10 million has also been earmarked for new USP project(s) to support kindergartens and primary schools admitting NCS students in the transition from kindergartens to primary schools from the 2017/18 to the 2018/19 school years.

- End -

CONTROLLING OFFICER'S REPLY**EDB063****(Question Serial No. 2251)**

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

The Chief Executive states in the Policy Address that “The Hong Kong Scholarship for Excellence Scheme will continue to support up to 100 outstanding local students in their pursuit of studies in world renowned universities outside Hong Kong in the 2017/18 academic year. While there is no restriction on the disciplines of study, priority will be given to programmes conducive to boosting Hong Kong’s long-term competitiveness, in particular disciplines related to innovation and technology.” Would the Government please advise this Committee of:

1. the funding requirements/conditions of the Hong Kong Scholarship for Excellence Scheme;
2. the total Government funding used for the scheme last year;
3. the total number of applicants of the scholarship scheme; and
4. the Government’s estimate for the scheme in this financial year?

Asked by: Hon HO Kwan-yiu, Junius (Member Question No. 22)

Reply:

1. 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.

To be eligible for the HKSES, applicants are required to meet the following two criteria –

- (i) have right of abode or right to land, or have entered Hong Kong on One-way Permits; and
- (ii) have resided in Hong Kong continuously for three complete years immediately prior to the commencement of the academic programme outside Hong Kong.

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.

2. The expenditure for the HKSES for the 2016-17 financial year, including both the actual expenditure and the committed expenditure, is around \$38 million.
3. For the first, second and third cohorts (i.e. 2015/16, 2016/17 and 2017/18 cohorts) of the HKSES, 658, 681 and 856 applications were received respectively.
4. With reference to the expenditure in the first two cohorts, the estimated expenditure for the 2017-18 financial year will be \$63.8 million. We are currently conducting preliminary screening and shortlisting on the applications for the third cohort and the results will be announced in August 2017.

- End -

CONTROLLING OFFICER'S REPLY**EDB064****(Question Serial No. 2273)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

The Education Bureau intends to resume the Territory-wide System Assessment (TSA) and rebrand it as Basic Competency Assessment Research Study (BCA). In this connection, would the Administration please advise this Committee on the following:

1. How will the Administration better promote BCA, which has come under fierce public criticism, with a view to changing the public's negative perception of it?
2. Please set out in detail the expenditure involved in implementing BCA.
3. Is there a plan to conduct a comprehensive review of BCA after resuming the assessment so as to avoid a renewed uproar among the parents over BCA? If yes, what are the details? If no, what are the reasons?

Asked by: Hon HO Kwan-yiu, Junius (Member Question No. 23)

Reply:

1. and 2.

The Education Bureau (EDB) has commissioned the Hong Kong Examinations and Assessment Authority (HKEAA) to administer the Basic Competency Assessment project, including Territory-wide System Assessment (TSA). In response to the community's concerns, the Coordinating Committee on Basic Competency Assessment and Assessment Literacy (the Committee) was tasked to conduct a comprehensive review on the arrangement of TSA. Taking into account the recommendations of the Committee, the 2016 Tryout Study (Primary 3) (2016 Tryout Study) was implemented in 2016. In 2017, with a view to expanding the scope of study, the Basic Competency Assessment Research Study (Research Study) is being implemented. The initiatives have been carried out under the Basic Competency Assessment project. 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 and related study under the project for the contract period of 2015-2018 is set out below:

Contract period	Expenditure on TSA and related study under the project (\$ million)	Average expenditure per year (\$ million)
2015-2018	290	73

The Research Study, based on the positive feedback and experience collected from the 2016 Tryout Study, extends the four new initiatives for enhancement under the 2016 Tryout Study (including improving assessment papers and question design; enhancing school reports; strengthening professional support measures; and including a questionnaire survey on students' learning attitude and motivation) to all primary schools in the territory, to allow more schools to participate and understand the new initiatives, and to collect more comprehensive feedback and richer information on the new initiatives to further review related arrangements with a view to continuing to enhance learning and teaching, and to benefit students.

In order to allow more stakeholders to understand the four new initiatives and the feedback received on the 2016 Tryout Study, videos on the implementation of the 2016 Tryout Study and stakeholders' feedback have been produced and uploaded to EDB's website, and have been arranged to broadcast on social media and viewing platform of public transportation for public's viewing. In addition, seminars have been conducted in the 18 districts to introduce the concept and implementation of "assessment for learning" to school managers, principals, teachers and parent representatives. A resource kit providing materials on BCA, TSA and related studies (including presentation materials, video clips and leaflets) has also been designed for schools' use.

3. As mentioned above, the Research Study is a study with expanded scope to allow more schools to participate and collect more comprehensive feedback so as to continue to review and enhance the arrangements for TSA. In evaluating the Research Study, we will make reference to the review framework adopted under the 2016 Tryout Study to collect feedback in the following ways:

(i) Quantitative approach

- Questionnaire surveys/opinion surveys: The targets include principals, curriculum leaders, teachers and parents. The main purpose is to collect stakeholders' views and suggestions on assessment items, reports, various support measures and stakes involved.

(ii) Qualitative approach

- Focus groups/interviews: The targets include principals, curriculum leaders, teachers and parents. The main purpose is to collect stakeholders' views and suggestions on assessment items, reports, various support measures and stakes involved.
- Case studies: Schools are invited to participate in the case studies, which aim to take a more in-depth look at the support measures, the processes and stakes involved, in a bid to understand how well schools have made effective use of various support measures to enhance their assessment literacy, and also examine the effectiveness and factors affecting the implementation of the Tryout Study at schools, and look into the solutions or views and suggestions.

- End -

CONTROLLING OFFICER'S REPLY**EDB065****(Question Serial No. 2290)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

There are many “top-up degree” courses registered with the Non-local Courses Registry that are not recognised. Many young people found out that these courses are not recognised by the Education Bureau only after they signed up. In this connection, would the Government please inform this Committee,

1. whether it has compiled statistics on the number of these unrecognised courses? If so, of the number of “top-up degree” courses that have not been registered with the Registry in the past 3 financial years, and the number of students enrolled on them; and
2. of the statistics of “top-up degree” courses registered with the Non-local Courses Registry in the past 3 financial years, including the number of such courses, the number of students enrolled on them, their local partner institutions, and the professional qualifications being offered.

Asked by: Hon HO Kwan-yiu, Junius (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 registration/exemption from registration of a course is an assurance that the institution offering the course is a recognised body in the home country, and effective measures are in place to ensure the standard of the course offered locally is comparable to that of the home course and is recognised as such by the institution, the academic community and the relevant accreditation authority in the home country (if any). Registration/exemption from registration of a course under the Ordinance, however, does not on its own confer any particular standing to the course or comparability to a local degree programme. The recognition of any qualification for employment purposes is a matter within the discretion of individual employers and educational institutions.

Operators of non-local courses registered/exempted under the Ordinance could seek local accreditation by the Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ) under the Hong Kong Qualifications Framework (QF). The accreditation conducted by HKCAAVQ benchmarks the non-local courses against Hong Kong's education system and locally accredited non-local courses enjoy similar status to other locally-accredited programmes, and the qualifications can be placed on the Qualifications Register and recognised under the QF.

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. The Non-local Courses Registry (the Registry) does not collate information on the award of professional qualifications.

The information of top-up Bachelor degree programmes^{Note 1} registered / exempted from registration under the Ordinance from the 2014/15 to 2016/17 academic years is set out below:

	2014/15		2015/16		2016/17 ^{Note 2}	
	Registered Programmes (locally accredited)	Exempted Programmes (locally accredited)	Registered Programmes (locally accredited)	Exempted Programmes (locally accredited)	Registered Programmes (locally accredited)	Exempted Programmes (locally accredited)
Number of top-up Bachelor degree programmes	93 (33)	104 (23)	94 (35)	104 (32)	95 (40)	95 (39)
Institutions jointly running the top-up Bachelor degree programmes						
Number of overseas institutions	28	25	28	25	23	28
Number of operators (for Registered programmes) / Number of local institutions of higher education (for Exempted programmes)	24	8	24	8	12	8
Number of students enrolled	4 565	5 985	N.A. ^{Note 3}	N.A. ^{Note 3}	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 28 February 2017

Note 3: Statistics not yet available as the related information will only be provided by operators/ institutions six months after the end of an academic year

The Education Bureau (EDB) is very concerned about the quality of non-local courses and the way of running the courses by operators. Subsequent to a review conducted by the EDB on the existing monitoring and regulatory arrangements under the Ordinance, the Registry has already taken measures to enhance the existing regulatory arrangements over the operation of non-local courses –

- (a) a new condition for registration has been imposed on courses registered since 31 October 2016 requiring operators concerned to maintain documents relating to the non-local courses (such as student’s application forms, offer letters, credit exemption documents and payment records) for a specified period for the Registrar’s examination when warranted;

- (b) the arrangement of referring minor contraventions to law enforcement agencies for follow-up action has been tightened, and templates for periodic report have been prepared and put into use to comprehensively record and closely follow up cases of possible contraventions;
- (c) arrangements have been made to publicise to students and parents, through various channels (such as website, seminar, circular, poster, and TV and radio Announcement of Public Interest), the regulatory regime of non-local courses in Hong Kong, the way in which consumers could protect themselves when considering enrolling in non-local courses, and that some non-local courses are locally accredited by the HKCAAVQ;
- (d) the Registry has encouraged operators to apply for local accreditation under the QF to enhance the quality assurance of their non-local courses;
- (e) the Registry has posted on the EDB's website on 10 March 2017 the revised annual return form to require operators to provide more information on the non-local courses for Annual Returns with reporting period ending on or after 1 June 2017, which would facilitate the Registry to better monitor the operation of the courses; and
- (f) the Registry is planning to conduct regular inspection starting from the third quarter of 2017. Preparatory work including training for staff and the drawing up of an inspection manual is underway.

- End -

CONTROLLING OFFICER'S REPLY**EDB066****(Question Serial No. 2295)**

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

Many primary and secondary school teachers have now openly indicated that they have to work long hours. This, coupled with the immense pressure arising from school work, can cause breakdown anytime if teachers are unable to pour out their emotions timely. Some psychiatrists have pointed out that teaching is a high-risk profession and teachers are among the top two categories of professionals that come for consultation. There are also cases in which teachers suffer from obsessive compulsive disorder and hence depression because of the failure to cope with immense pressure. In this connection, would the Government advise this Committee of the following:

1. Are there and will there be government policies to provide emotional support for primary and secondary school teachers?
2. Does the Government have any new measures to attract more talent to the teaching profession of primary and secondary schools?
3. How many graduate teacher posts in primary and secondary schools were created in each of the past two financial years?
4. In what ways have these newly created posts effectively enhanced the quality of teaching and learning?

Asked by: Hon HO Kwan-yiu, Junius (Member Question No. 25)

Reply:

1. The Education Bureau attaches great importance to the well-being of teachers and has been providing them with appropriate support. To help teachers cope with stress at work or personal emotional problems, we have set up the Teachers' Helpline to provide telephone counselling and support services. Stress management courses and various wellness programmes have also been organised for teachers. In addition, the Hong Kong Teachers' Centre has been organising different types of programmes, including physical and mental health courses and interest classes, to help teachers relieve stress.
2. Over the years, we have improved the provision of teaching staff resources on a need basis and implemented a number of measures to raise the status and professional standards of teachers in recognition of demand on quality education which may also help attract talent to the teaching profession. Besides, a scholarship scheme has been set up since the 2010/11 school year 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. In parallel, the

Committee on Professional Development of Teachers and Principals, which is tasked with advising the Government on policies and strategies to enhance the competencies and capabilities of the teaching profession at various career stages, has been engaging in extensive dialogue with various stakeholders to discuss and collect views on ways to enhance the status and professional development of teachers including attracting talent in the teaching profession. Commencing 2016/17 school year, COTAP has engaged into a strategic partnership with the Quality Education Fund for collaboration within a three-year period. Under the collaboration, innovative projects including those for attracting talent in the teaching profession will be planned.

3. With the increase in the ratio of graduate teacher posts from 50% to 55% and 60% in public sector primary schools in the 2015/16 and 2016/17 school years respectively, the cumulative total number of additional graduate teacher posts created 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. To enhance the implementation of the senior secondary curriculum, and strengthen life planning education and related guidance services, schools may turn the Senior Secondary Curriculum Support Grant as well as the Career and Life Planning Grant into regular teaching posts from the 2016/17 school year onward. In the 2016/17 school year, about 370 regular graduate teacher posts are created from this measure.
4. Teachers filling the additional 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 talent to join the teaching force of primary education and add further impetus to the pursuit of excellence.

- End -

CONTROLLING OFFICER'S REPLY**EDB067****(Question Serial No. 2299)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Special Education

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

Director of Bureau: Secretary for Education

Question:

Regarding the provision of further education opportunities for people with disabilities who have completed junior and senior secondary education in special schools, would the Government please inform this Committee,

1. of the percentage of such students who proceed to further studies in the past three years;
2. of the names of all special schools in the territory that operates junior secondary classes and the number of students enrolled in these classes;
3. whether it plans to operate senior secondary classes in special schools; and
4. whether the Administration has allocated resources at present to cater for the special needs of people with disabilities receiving education at senior secondary level or above; if so, of the annual amount of resources allocated and the details of the allocation; if not, the reasons for that?

Asked by: Hon HO Kwan-yiu, Junius (Member Question No. 26)

Reply:

(1) to (3)

There are 60 aided special schools in the 2016/17 school year. The school list can be accessed via the following link:

<http://www.edb.gov.hk/attachment/en/edu-system/special/overview/factsheet/special-edu/spsche16-17.pdf>

Upon the implementation of the New Senior Secondary (NSS) academic structure in the 2009/10 school year, all aided special schools operate junior and senior secondary classes except for a school for social development which operates primary classes only and a school for children with visual impairment whose students will attend mainstream schools for senior secondary schooling after completing Secondary Three. In the 2016/17 school year, the number of students enrolled in the secondary classes of the aided special schools is about 4 260. As it is a common practice for special schools to adopt flexible groupings across class levels and individual education plans to cater for the special educational needs of the students, presenting the number of students by class levels is therefore not reflecting the actual practice in special schools.

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. Students with intellectual disability may receive vocational training or vocational rehabilitation service, day-time training service, day care service

after graduation. By types of disability, the percentage of Secondary Six students with normal intelligence studying ordinary curriculum in schools for children with physical disability and schools for children with hearing impairment pursuing further studies in the 2013/14, 2014/15 and 2015/16 school years is 50%, 32% and 44% respectively. Students in schools for social development and the Hospital School are not included in the calculation due to the transitional nature of the education programmes these schools provide.

(4)

All special schools implementing the NSS curriculum are provided with the basic staffing ratios of 1.9 or 2.0 teachers per senior secondary class, depending on the types of children served. On top of the basic provision, additional teaching and supporting staff such as resource teachers for autistic children, native-speaking English teacher, teacher assisting in speech therapy and teacher assistants are also provided as appropriate to cater for the diverse needs of the students. Starting from the 2016/17 school year, special schools operating senior secondary levels are 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. Apart from regular teaching provisions, special schools are provided with specialist staff, including social workers, school nurses, educational psychologists, speech therapists, physiotherapists, occupational therapists, occupational therapist assistants and braille staff 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. The revised estimate expenditure on special education in the 2016-17 financial year is \$2,324.1 million. Since special schools are required to deploy their resources flexibly and holistically to provide support for their students, having regard to their individual needs, not according to their class levels, hence, we are not able to provide the breakdown of the expenditure solely under the senior secondary levels.

For post-secondary education, as far as universities funded by the University Grants Committee (UGC) are concerned, since funding for students with special educational needs (SEN) is included in the Block Grant provided for individual universities, we are not able to provide the actual amount of expenditure on support services for such students.

In 2013, the government made two separate injections of \$20 million each, bringing a total of \$40 million into the HKSAR Government Scholarship Fund and the Self-financing Post-secondary Education Fund to establish the Endeavour Merit Award (EMA) and Endeavour Scholarship (EDS) respectively in recognition to deserving post-secondary students with SEN in their pursuit of excellence in academic and other areas. Each undergraduate or sub-degree recipient of EMA and EDS will receive scholarship of \$10,000. Separately, starting from the 2013-14 financial year, a recurrent funding of \$12 million has been allocated to the Vocational Training Council to enhance the support services for students with SEN. The number of EMA and EDS recipients for the 2013/14, 2014/15 and 2015/16 school year is listed below:

	2013/14	2014/15	2015/16
No. of recipients of EMA	50	74	97
No. of recipients of EDS	50	75	98

- End -

CONTROLLING OFFICER'S REPLY

EDB068

(Question Serial No. 2300)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not specified
Programme: (6) Other Educational Services and Subsidies
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

The Government launched the E-Textbook Market Development Scheme (EMADS) in 2013. In this connection, would the Government advise this Committee of the following?

1. Regarding the promotion of the EMADS, please give a detailed breakdown of its expenditures and account of its effectiveness of the past 2 financial years.
2. While promoting the development of e-textbook markets, what are the Administration's long-term plans to promote e-learning and mitigate the difficulties encountered by students and teachers in using e-textbooks in lessons?

Asked by: Hon HO Kwan-yiu, Junius (Member Question No. 27)

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. The accumulated expenditure up to 2015-16 was around \$30.6 million while the estimated expenditure for 2016-17 is \$5.6 million. In addition, an evaluation has been conducted to assess the effectiveness of EMADS and the findings, which will form part of those on the impact on classroom learning and teaching in the context of the promotion of e-learning, are being compiled.
2. The Fourth Strategy on Information Technology in Education 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, developing students' information literacy 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

EDB069

(Question Serial No. 2354)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Secondary Education

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

Director of Bureau: Secretary for Education

Question:

1. As we will soon be celebrating the 20th anniversary of Hong Kong's return to the Motherland, will additional resources and funding be provided under "Programme (4) Secondary Education" in 2017-18 for secondary schools to organise student exchange and study trips to the Mainland?
2. Has the Education Bureau had any programmes to engage students in supporting our country's Belt and Road Initiative?

Asked by: Hon HO Kwan-yiu, Junius (Member Question No. 39)

Reply:

1. The Education Bureau (EDB) has been providing schools with different kinds of resources and funding under various initiatives such as the students' Mainland exchange subvention schemes and the Quality Education Fund (QEF) for which schools are encouraged to apply to organise school-based Mainland exchange activities (including learning activities related to the 20th anniversary of Hong Kong's return to the Motherland) in accordance with their own context and students' learning needs. Besides, secondary schools may also use the one-off grant for the Promotion of Chinese History and Culture to secondary schools to be disbursed in 2017-18 after the passage of the Appropriation Bill 2017 to organise meaningful activities for students, such as competitions between schools in Hong Kong and the Mainland.
2. To dovetail with the ongoing curriculum renewal, EDB incorporates contents about the countries and regions along the "Belt and Road" (B&R) in relevant Key Learning Areas/subject curricula such as Arts, Chinese History, History, Geography, Liberal Studies, and student activities to enable students to understand and enquire about the history, religion, culture and current situations, languages etc. of these countries/regions, the vision and action plans for promoting the B&R initiative, and its importance to the future development of Hong Kong as well as the opportunities created. In this regard, EDB has been providing opportunities for students to join Mainland exchange programmes along the Silk Road (such as Xian, Dunhuang, Fujian, Guangdong and Guangxi) and will further increase the student quota to 5 600 in the 2016/17 school year. Schools are also encouraged to organise school-based activities, such as seminars, project learning competitions, study trips to cities along the "Silk Road" of the Mainland and other countries as well as forming sister schools with their counterparts in different countries along the B&R for students to explore and reflect on how they can contribute to and benefit from the B&R initiative. Besides, the B&R initiative is covered in the contents under the Priority Themes 2016/17 of the QEF to provide more support to the strategies above to enhance student learning on the B&R initiative. The funding ceiling on the cost/fee of study trips (outside Hong Kong) per student has been raised. The B&R initiative will continue to be covered in the contents under the Priority Themes 2017/18 of the QEF.

- End -

CONTROLLING OFFICER'S REPLY

EDB070

(Question Serial No. 2591)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

Questions on matters relating to the School-based Educational Psychology Service are as follows,

1. Has the Bureau met its target stated last year that the School-based Educational Psychology Service would cover all public sector primary and secondary schools by the 2016/17 school year? If no, how many public sector primary and secondary schools are provided with the School-based Educational Psychology Service currently? What is the percentage share of these schools among all public sector primary and secondary schools in Hong Kong? What is the reason for the delay in meeting the target?
2. What is the ratio of educational psychologist to school on average? Has the Administration considered further improving the ratio?
3. What are the details of the work in providing all public sector primary and secondary schools with the School-based Educational Psychology Service in the coming year, and the estimated expenditure and manpower resources involved?

Asked by: Hon HUI Chi-fung (Member Question No. 1)

Reply:

(1) to (3)

In the 2016/17 school year, the School-based Educational Psychology Service (SBEPS) has covered all public sector primary and secondary schools as planned. A total of 454 public sector primary schools and 391^{Note} public sector secondary schools are provided with the SBEPS.

Under the SBEPS, one educational psychologist (EP) serves six to ten public sector schools (including both primary and secondary schools). They pay regular visits to schools to provide service at the school system, teacher support and student support levels. The Government has further enhanced 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 from the 2016/17 school year. The enhanced provision covers 30 primary and secondary school in the 2016/17 school year and will cover about 80 primary and secondary schools by the 2017/18 school year. Apart from helping the schools strengthen their preventive and developmental work, EPs pay more frequent visits to these schools and provide comprehensive and regular follow-up to students as well as intervention services to the schools concerned based on their needs. The number of EPs involved in the provision of SBEPS in the 2016/17 and the 2017/18 school years is 138 and 144 respectively. The revised estimated expenditure and estimated expenditure for the provision of SBEPS in the 2016/17 and 2017/18 school years is \$146 million and \$153 million respectively.

The Education Bureau will continue to keep in view the service needs of schools and the provision of EP in the market. As and when necessary, we will liaise with the local universities for meeting the manpower demand in order to continuously enhance the support to schools in catering for students' diverse needs.

Note: The number of secondary schools includes one school under transition to a Direct Subsidy Scheme school and excludes three schools which only provide courses for students from other schools.

- End -

CONTROLLING OFFICER'S REPLY

EDB071

(Question Serial No. 2592)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (3) Primary Education, (4) Secondary Education
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

As mentioned in the Policy Address, the Administration will provide a one-off grant at \$100,000 each to all public sector and Direct Subsidy Scheme (DSS) primary schools and \$150,000 each to all public sector and DSS secondary schools for the promotion of understanding of Chinese history and culture. In this connection, please inform this Committee of:

1. the respective total expenditure incurred by the two types of one-off grant; and
2. whether the Administration has provided relevant guidance on the purpose of the grant; if yes, please provide the details; if no, please indicate whether it has planned to do so.

Asked by: Hon HUI Chi-fung (Member Question No.2)

Reply:

The Education Bureau (EDB) will provide a one-off grant of \$100,000 and \$150,000 respectively to each public sector and Direct Subsidy Scheme (DSS) primary and secondary school (including special schools) for the promotion of Chinese history and culture education. The estimated total expenditure incurred is \$125 million.

After the passage of the Appropriation Bill 2017, EDB would issue to schools some guidelines on the use of the one-off grant in the form of a Circular Memorandum. In accordance with their school context and development needs, schools may flexibly deploy the grant to support teachers to improve their teaching, and develop school-based activities that are related to Chinese history and culture education. Notwithstanding the flexibility allowed for school-based decision-making, schools are required to comply with the guidelines promulgated by EDB when using the grant, and have to set out the income and expenditure in their audited accounts to be submitted to EDB annually.

- End -

CONTROLLING OFFICER'S REPLY

EDB072

(Question Serial No. 2593)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (000) Operational expenses
Programme: (6) Other Educational Services and Subsidies
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education

Question:

Concerning various grants/subsidies given to schools, there are the following questions:

1. What measures are put in place by the Administration to ensure that unspent grants/subsidies will be returned to the Education Bureau?
2. In the past 3 years, how many schools failed to return their unspent grants/subsidies to the Education Bureau on schedule? Please list the number of schools involved, the grant/subsidy item and amount as well as the amount yet to be recovered at present by school type (kindergarten, primary school, secondary school and university). With regard to the grants/subsidies yet to be recovered, what follow-up actions are being taken by the Bureau to recover them?

Asked by: Hon HUI Chi-fung (Member Question No. 3)

Reply:

Re 1. and 2.

Aided schools, schools under Direct Subsidy Scheme and kindergartens joining the Pre-primary Education Voucher Scheme are required to submit to the Education Bureau (EDB) annually their audited accounts which should report, among other financial information, the income and expenditure together with the unspent amount of each individual grant received from EDB. Auditors of schools, who should be certified public accountants (practising) as defined in the Professional Accountants Ordinance, are required to certify in their Auditors' Reports that schools have used the government grants in accordance with the rules and ambits as promulgated in the relevant letters, circulars and guidelines issued by EDB, and the balances of individual grant accounts are correct in all material respects. In general, EDB will review all audited accounts received and arrange claw back of surpluses of individual grants in excess of their respective reserve ceilings from schools each year, by offsetting the amounts to be clawed back against future subvention payments or by issuing demand notes to schools. At present, there is no outstanding unspent grant yet to recover from schools.

As far as the University Grants Committee (UGC) sector is concerned, recurrent grants to each UGC-funded university basically comprise a block grant and earmarked grants for specific purposes (ERG). To encourage longer-term planning and prudent financial management and to encourage UGC-funded universities to save up for future and new developmental needs, UGC-funded universities are allowed to carry unspent funds up to 20% of their respective total block grants in the funding period to the next as general reserve. For ERG, any unspent fund after the close of financial year or the approved funding period has to be refunded to UGC unless carry-over of the unspent fund to the next financial year or funding period is approved by UGC. The UGC is not aware of any unspent funds that have not been duly returned to the UGC.

- End -

CONTROLLING OFFICER'S REPLY

EDB073

(Question Serial No. 2596)

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

Regarding life planning education, please reply to the following questions:

1. In the past 3 school years, what are the expenditures on providing grants for the implementation of life planning education and the number of schools benefited? If there is a change in the number of schools benefited between 2016/17 and last year, what are the reasons?
2. The number of schools benefited in 2015/16 has decreased as compared with the number in 2014/15. What are the reasons?
3. Schools have been allowed to turn the Career and Life Planning Grant into regular teaching posts since the previous school year. Does the Education Bureau know how many schools have indeed turned the grant into regular teaching posts? How many teachers have benefited from it?
4. Please set out in detail the work done for the implementation of life planning education, as well as the expenditure and manpower involved.
5. Have the Administration evaluated the effectiveness of life planning education? Please provide the details, including the evaluation method or consultation period, targets and the feedbacks of related parties.

Asked by: Hon HUI Chi-fung (Member Question No. 4)

Reply:

(1) & (2) From the 2014/15 school year, Career and Life Planning Grant (CLPG) is disbursed to all public sector schools operating classes at senior secondary levels. There are 509 eligible schools in the 2014/15 school year. Subsequently, due to the closure of two schools at the end of the 2014/15 school year, the number of eligible schools has reduced to 507 in the 2015/16 and the 2016/17 school years. The expenditures for the provision of the CLPG for the 2014/15, 2015/16 and 2016/17 school years are \$264.6 million, \$273.8 million and \$195.0 million respectively.

(3) In the 2016/17 school year, 165 schools have turned CLPG into a total of 165 additional regular teaching posts. As the expenditure is subsumed under the Education Bureau (EDB)'s recurrent expenditure, the amount involved is not available.

(4) Apart from the provision of CLPG, EDB provides training and support to enhance teachers' professional capacity in implementing life planning education (LPE), such as increasing the number of structured teacher training places, organising seminars / workshops on specific themes and promoting professional exchanges among schools and teachers. The Guide on Life Planning Education and Career

Guidance for Secondary Schools has been issued and school visits are also conducted to provide professional advice to schools to strengthen their LPE. Career exploration activities are provided to students through the Business-School Partnership Programme to enable students to acquire an early sense of the workplace. Information on further studies and career opportunities are disseminated on the webpage. Starting from the 2016/17 school year, EDB has set up District Development Networks to strengthen professional development of teachers and provide career exploration activities on a district basis. The expenditure involved is subsumed under EDB's recurrent expenditure.

(5) Since its implementation in the 2014/15 school year, EDB has been keeping track of the development of LPE and career guidance services at schools through questionnaire surveys and advisory school visits. It was noted that schools in general have utilised CLPG properly in acquiring additional manpower or hiring appropriate career-related services to strengthen LPE services for students; attached greater importance to LPE by setting it as one of their major concerns in their School Development Plans; adopted assessment instruments to help students identify their interests and potentials; and increased the provision of career exploration activities for students. A majority of senior secondary students remarked that they were offered with various learning activities and support services in relation to LPE which facilitated them in devising their academic / career development plans according to their interests, abilities and orientations.

- End -

CONTROLLING OFFICER'S REPLY**EDB074****(Question Serial No. 2599)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

To promote national education, the Bureau has offered opportunities for students to join Mainland exchange programmes and arranged professional exchange programmes for teachers. In this connection, please advise this Committee on:

1. the respective purposes, destinations, dates, numbers of participants, co-organisers and expenditures of such exchange programmes in the last year;
2. the details of Mainland exchange programmes to be arranged in the coming year, with a breakdown by their destination, date, number of participants, co-organiser(s), expected number of participants, and the expenditure involved.

Asked by: Hon HUI Chi-fung (Member Question No. 6)

Reply:

1. EDB provides subsidies for students to join Mainland exchange programmes which consist of different learning elements/themes that enable participants to gain first-hand experience of our country's development in aspects of history, culture, economy, career education, science and technology etc. from multiple perspectives. In 2016-17, about 57 900* students participated in the Mainland exchange programmes with an expenditure of \$58.8 million*. Teachers participated as learning facilitators according to the "1 teacher : 10 students ratio". Apart from this, EDB also provided various professional exchange programmes for teachers, such as 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) with the aim to widening their horizons and deepening their understanding of the development in different aspects of the Mainland so as to enhance professional competence. In 2016-17, about 450* teacher participants joined such programmes with an expenditure of \$1.9 million*. The above Mainland exchange programmes for students and teachers commissioned by EDB (including a few programmes co-organised with the Ministry of Education and Mainland departments) or organised by schools receiving subsidies under the Mainland exchange programme subvention schemes cover different provinces and cities in the Mainland with varying durations throughout the school year.

EDB has implemented the Pilot Scheme on Promoting Interflows between Sister Schools in Hong Kong and the Mainland (the "Pilot Scheme") with effect from the 2015/16 school year, through which participating schools are provided with a fixed grant of \$120,000 per school per annum for organising exchange activities with their Mainland sister school counterparts. About 450 local schools have been approved to join the Pilot Scheme in 2015/16 and 2016/17 school year. We understand that participating schools have been organising various exchange activities at the student, teacher and school management levels based on their individual development needs with EDB's financial support. Given the sizable number of schools having

joined the Pilot Scheme, it is estimated that the number of students and teachers who had joined or will join in exchange programmes with the Mainland at the school level would be in thousands.

2. In 2017-18, an estimated amount of \$110.5 million will be allocated for providing more Mainland exchange programmes for students. To dovetail with the latest curriculum development, the learning elements/themes of the programmes will be enriched and more provinces and cities in the Mainland will be visited during the school year. EDB will also continue to organise professional exchange programmes for teachers with an estimated amount of \$1.4 million. All along, EDB will seek co-operation with other organisations where necessary to deliver programmes with quality and to the needs of students and teachers. EDB will continue to encourage participating schools of the Pilot Scheme to make good use of the funding support to organise exchange activities with their Mainland counterparts to benefit students and teachers as needed.

*provisional figure

- End -

CONTROLLING OFFICER'S REPLY

EDB075

(Question Serial No. 2606)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not specified
Programme: (7) Post-secondary, Vocational and Professional Education
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 advise:

1. the respective numbers of students subsidised, the names of the Mainland schools enrolled and their situated cities, and the involved expenditures in the past 3 academic years;
2. the respective numbers of students in receipt of full-rate subsidy and half-rate subsidy in the past 3 academic years;
3. the details of measures, related expenditure and staffing of the enhancement of MUSSS.

Asked by: Hon HUI Chi-fung (Member Question No. 8)

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 in the Mainland under the Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions (Admission Scheme). Students having passed 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. To better support Hong Kong students in pursuing undergraduate studies in the Mainland and ensure that no students will be deprived of post-secondary education opportunity due to a lack of means, starting from the 2016/17 academic year, the MUSSS has been expanded to support needy Hong Kong students pursuing undergraduate studies in designated Mainland institutions, irrespective of the channels of their admission to these institutions.

For the 2014/15 academic year, 152 applicants and 111 applicants were eligible to receive the full-rate subsidy and half-rate subsidy respectively. For the 2015/16 academic year, including both newly approved applications and successful renewals, subsidy was provided to 479 students in total, with 304 receiving the full-rate subsidy and 175 receiving the half-rate subsidy. For the 2016/17 academic year, as at 28 February 2017, including both newly approved applications and successful renewals, subsidy was provided to 2 144 students in total, with 1 459 receiving the full-rate subsidy and 685 receiving the half-rate subsidy.

Breakdowns of the eligible applicants receiving the full-rate and half-rate subsidy by institutions (with locations) in the 2014/15, 2015/16 and 2016/17 academic years are set out in the Annexes 1, 2 & 3 respectively.

The total expenditure for implementing MUSSS in the 2014/15 and 2015/16 academic years was about \$4 million and \$6.5 million respectively. As for 2016/17 academic year, the estimated total expenditure is about \$29 million. Apart from the five civil service posts (namely, one Executive Officer I, two Clerical

Officers and two Assistant Clerical Officers) 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 the Eligible Applicants by Institutions
for the 2014/15 Academic Year**

Mainland higher education institutions	Province/ Municipality/ Autonomous Region	Number of applicants receiving full-rate subsidy	Number of applicants receiving half-rate subsidy
Beijing Institute of Fashion Technology	Beijing Municipality	0	1
Beijing Language and Culture University	Beijing Municipality	1	1
Beijing Normal University	Beijing Municipality	2	5
Beijing Normal University, Zhuhai	Guangdong Province	1	2
Beijing University of Chinese Medicine	Beijing Municipality	10	5
Central China Normal University	Hubei Province	2	1
Chengdu University of Traditional Chinese Medicine	Sichuan Province	1	0
China University of Political Science and Law	Beijing Municipality	7	4
Communication University of China	Beijing Municipality	3	0
Donghua University	Shanghai Municipality	1	1
East China Normal University	Shanghai Municipality	0	1
East China University of Political Science and Law	Shanghai Municipality	1	1
East China University of Science And Technology	Shanghai Municipality	3	0
Fudan University	Shanghai Municipality	0	1
Fuzhou University	Fujian Province	2	0
Guangdong Pharmaceutical University	Guangdong Province	1	0
Guangdong University of Foreign Studies	Guangdong Province	1	2
Guangdong University of Technology	Guangdong Province	0	1
Guangzhou University	Guangdong Province	4	2
Guangzhou University of Chinese Medicine	Guangdong Province	32	28
Huaqiao University	Fujian Province	6	0
Hunan Normal University	Hunan Province	3	0
Jinan University	Guangdong Province	9	2
Nanjing Normal University	Jiangsu Province	0	3
Nanjing University	Jiangsu Province	1	1
Nanjing University of Chinese Medicine	Jiangsu Province	0	1
Nankai University	Tianjin Municipality	0	1
Renmin University of China	Beijing Municipality	2	2
Shandong University	Shandong Province	11	8
Shanghai International Studies University	Shanghai Municipality	1	0
Shanghai University of Finance and Economics	Shanghai Municipality	1	0

Shanghai University of Traditional Chinese Medicine	Shanghai Municipality	4	1
Shantou University	Guangdong Province	0	1
Shenzhen University	Guangdong Province	3	4
Sichuan University	Sichuan Province	4	2
South China Normal University	Guangdong Province	2	1
South China University of Technology	Guangdong Province	0	1
Southern Medical University	Guangdong Province	2	2
Southwest University	Chongqing Municipality	2	1
Southwest University of Political Science and Law	Chongqing Municipality	2	2
Sun Yat-sen University	Guangdong Province	14	7
The Guangzhou Academy of Fine Arts	Guangdong Province	0	1
Tianjin University	Tianjin Municipality	0	1
University of International Business and Economics	Beijing Municipality	0	2
Wuhan University	Hubei Province	2	3
Xiamen University	Fujian Province	3	4
Xinghai Conservatory of Music	Guangdong Province	3	3
Yunnan University	Yunnan Province	0	1
Zhejiang University	Zhejiang Province	2	0
Zhongnan University of Economics and Law	Hubei Province	3	0
Total:		152	111

Mainland University Study Subsidy Scheme

Breakdown of the Eligible Applicants by Institutions
for the 2015/16 Academic Year

Mainland higher education institutions	Province/ Municipality/ Autonomous Region	Number of applicants receiving full-rate subsidy	Number of applicants receiving half-rate subsidy
Beijing Institute of Fashion Technology	Beijing Municipality	0	1
Beijing Language and Culture University	Beijing Municipality	1	1
Beijing Normal University	Beijing Municipality	3	2
Beijing Normal University, Zhuhai	Guangdong Province	3	2
Beijing University of Chinese Medicine	Beijing Municipality	10	4
Central China Normal University	Hubei Province	2	0
China Three Gorges University	Hubei Province	1	0
China University of Geosciences(Wuhan)	Hubei Province	2	1
China University of Political Science and Law	Beijing Municipality	8	3
Communication University of China	Beijing Municipality	2	1
Donghua University	Shanghai Municipality	2	1
East China Normal University	Shanghai Municipality	1	0
East China University of Political Science and Law	Shanghai Municipality	0	1
East China University Of Science And Technology	Shanghai Municipality	1	1
Fudan University	Shanghai Municipality	1	0
Fuzhou University	Fujian Province	1	1
Guangdong University of Foreign Studies	Guangdong Province	0	3
Guangzhou University	Guangdong Province	1	1
Guangzhou University of Chinese Medicine	Guangdong Province	32	11
Huaqiao University	Fujian Province	5	1
Hunan Normal University	Hunan Province	3	1
Jimei University	Fujian Province	1	1
Jinan University	Guangdong Province	7	5
Nanjing Normal University	Jiangsu Province	1	3
Nanjing University	Jiangsu Province	2	0
Nankai University	Tianjin Municipality	2	0
Peking University	Beijing Municipality	1	0
Renmin University of China	Beijing Municipality	6	2
Shandong University	Shandong Province	2	0
Shanghai International Studies University	Shanghai Municipality	3	1
Shanghai Jiao Tong University	Shanghai Municipality	2	1
Shanghai University of Traditional Chinese Medicine	Shanghai Municipality	2	1
Shantou University	Guangdong Province	1	0

Shaoguan University	Guangdong Province	0	1
Shenzhen University	Guangdong Province	4	1
Sichuan University	Sichuan Province	4	1
Sichuan Normal University	Sichuan Province	1	0
South China Normal University	Guangdong Province	2	1
Southern Medical University	Guangdong Province	2	0
Southwest University	Chongqing Municipality	6	2
Sun Yat-sen University	Guangdong Province	11	4
Tianjin University	Tianjin Municipality	0	1
Tianjin Normal University	Tianjin Municipality	1	0
Tongji University	Shanghai Municipality	2	2
Tsinghua University	Beijing Municipality	1	0
University of International Business and Economics	Beijing Municipality	0	1
Wuhan University	Hubei Province	4	1
Xiamen University	Fujian Province	7	5
Yunnan University	Yunnan Province	1	0
Zhejiang University	Zhejiang Province	1	1
Zhejiang Sci-Tech University	Zhejiang Province	3	1
Zhongnan University of Economics and Law	Hubei Province	2	3
Total:		161	75

Mainland University Study Subsidy Scheme

**Breakdown of the Eligible Applicants by Institutions
for the 2016/17 Academic Year
(as at 28 February 2017)**

Mainland higher education institutions	Province/ Municipality/ Autonomous Region	Number of applicants receiving full-rate subsidy	Number of applicants receiving half-rate subsidy
Beijing Institute of Fashion Technology	Beijing Municipality	5	1
Beijing Language and Culture University	Beijing Municipality	1	1
Beijing Normal University	Beijing Municipality	3	2
Beijing Normal University, Zhuhai	Guangdong Province	2	2
Beijing Sport University	Beijing Municipality	1	1
Beijing University of Chinese Medicine	Beijing Municipality	31	18
Central China Normal University	Hubei Province	3	1
Central South University	Hunan Province	1	0
Chengdu University of Traditional Chinese Medicine	Sichuan Province	6	3
China University of Political Science and Law	Beijing Municipality	13	4
Chongqing University	Chongqing Municipality	3	0
Communication University of China	Beijing Municipality	1	0
Donghua University	Shanghai Municipality	4	0
East China Normal University	Shanghai Municipality	3	3
East China University of Political Science and Law	Shanghai Municipality	1	1
East China University Of Science And Technology	Shanghai Municipality	1	0
Fudan University	Shanghai Municipality	3	0
Fujian Normal University	Fujian Province	6	4
Fujian University of Traditional Chinese Medicine	Fujian Province	4	0
Fuzhou University	Fujian Province	4	1
Guangdong University of Finance and Economics	Guangdong Province	2	1
Guangdong University of Foreign Studies	Guangdong Province	3	2
Guangxi University Chinese Medicine	Guangxi Zhuang Autonomous Region	21	6
Guangzhou Medical University	Guangdong Province	2	1
Guangzhou University	Guangdong Province	7	4
Guangzhou University of Chinese Medicine	Guangdong Province	149	76
Huaqiao University	Fujian Province	126	45
Huazhong University of Science & Technology	Hubei Province	1	0
Hunan Normal University	Hunan Province	3	1

Jiangxi University of Traditional Chinese Medicine	Jiangxi Province	1	0
Jilin University	Jilin Province	1	0
Jimei University	Fujian Province	3	1
Jinan University	Guangdong Province	514	243
Nanchang University	Jiangxi Province	1	1
Nanjing Normal University	Jiangsu Province	6	2
Nanjing University	Jiangsu Province	3	1
Nanjing University of Chinese Medicine	Jiangsu Province	38	16
Nankai University	Tianjin Municipality	5	2
Ningbo University	Zhejiang Province	2	0
Ocean University of China	Shandong Province	0	1
Peking University	Beijing Municipality	6	2
Renmin University of China	Beijing Municipality	2	1
Shandong University	Shandong Province	2	3
Shanghai International Studies University	Shanghai Municipality	0	2
Shanghai Jiao Tong University	Shanghai Municipality	2	1
Shanghai Normal University	Shanghai Municipality	2	3
Shanghai University of Traditional Chinese Medicine	Shanghai Municipality	4	1
Shantou University	Guangdong Province	1	0
Shaoguan University	Guangdong Province	1	0
Shenzhen University	Guangdong Province	9	3
Sichuan Normal University	Sichuan Province	1	0
Sichuan University	Sichuan Province	9	4
South China Normal University	Guangdong Province	1	0
South China University of Technology	Guangdong Province	5	2
Southern Medical University	Guangdong Province	3	1
Southwest University	Chongqing Municipality	2	0
Southwest University of Political Science and Law	Chongqing Municipality	2	0
Sun Yat-sen University	Guangdong Province	82	38
The Guangzhou Academy of Fine Arts	Guangdong Province	2	2
Tianjin Normal University	Tianjin Municipality	1	0
Tianjin University	Tianjin Municipality	0	1
Tianjin University of Traditional Chinese Medicine	Tianjin Municipality	3	0
Tongji University	Shanghai Municipality	1	1
Tsinghua University	Beijing Municipality	5	1
University of International Business and Economics	Beijing Municipality	5	0
Wuhan University	Hubei Province	8	5
Xiamen University	Fujian Province	11	5
Xinghai Conservatory of Music	Guangdong Province	0	1
Zhejiang Sci-Tech University	Zhejiang Province	1	0
Zhongnan University of Economics and Law	Hubei Province	7	2
Total:		1 162	524

- End -

CONTROLLING OFFICER'S REPLY

EDB076

(Question Serial No. 2616)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not specified
Programme: (8) Policy and Support
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

Regarding the pilot scheme for local public sector and Direct Subsidy Scheme (DSS) schools to form sister schools with their counterparts in the Mainland (Pilot Scheme), please advise the Committee of:

1. The details about the schools that have formed sister schools with their counterparts in the Mainland, including the names of local and Mainland schools and their situated Mainland cities;
2. The average number of exchange activities between local schools and their counterparts in the Mainland in each year;
3. The details of the exchange activities;
4. How to define whether the Pilot Scheme is successful or not so as to decide whether it should be continued to carry out?

Asked by: Hon HUI Chi-fung (Member Question No. 9)

Reply:

1. to 3. Schools participating in the Pilot Scheme on Promoting Interflows between Sister Schools in Hong Kong and the Mainland (the "Pilot Scheme") have been organising various exchange activities at the student, teacher and school management levels based on their individual development needs, and in such areas as school development and planning, pedagogical studies and cultural interflows through school visits, student activities, seminars and experience-sharing, etc. It is up to individual schools to decide the target groups, frequency as well as mode of exchange activities with the financial support of the grant. As the number of exchange activities varies from school to school, EDB does not have readily available information on the number of exchange activities conducted. It is a prevailing practice that we do not disclose the name and situation of each participating school in the Pilot Scheme to avoid possible labelling and unnecessary pressure on individual schools.

4. The Education Bureau will commission an independent consultant to conduct an overall review of effectiveness of the Pilot Scheme in the 2017/18 school year. The scope, methodology and evaluation criteria, etc. of the review will be worked out.

- End -

CONTROLLING OFFICER'S REPLY**EDB077****(Question Serial No. 2621)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

Regarding the Basic Competency Assessment, please provide the following information:

1. The annual expenditures on the Territory-wide System Assessment and the Student Assessment.
2. The reasons and expenditures for upgrading the Student Assessment to the Student Assessment Repository (STAR).

Asked by: Hon HUI Chi-fung (Member Question No. 10)

Reply:

1. The Education Bureau (EDB) has commissioned the Hong Kong Examinations and Assessment Authority (HKEAA) to administer the Basic Competency Assessment project, including Student Assessment (SA) and Territory-wide System Assessment (TSA). In response to the community's concerns, the Coordinating Committee on Basic Competency Assessment and Assessment Literacy (the Committee) was tasked to conduct a comprehensive review on the arrangement of TSA. Taking into account the recommendations of the Committee, the 2016 Tryout Study (Primary 3) (2016 Tryout Study) was implemented in 2016. In 2017, with a view to expanding the scope of study, the Basic Competency Assessment Research Study (Research Study) is being implemented. The initiatives have been carried out under the Basic Competency Assessment project. 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 SA and TSA and related study under the project in the last two contract periods is set out below:

Contract period	Expenditure (\$ million)		Total Expenditure (\$ million)	Average expenditure per year (\$ million)
	SA	TSA and related study under the project		
2011-2014	99	220	319	80
2015-2018	3*	290	293	73

* SA has been upgraded to Student Assessment Repository (STAR) platform since January 2017.

2. SA is an online assessment item bank, capable of assessing through a computer system the performance of participating students, and generating instant assessment reports for teachers' reference. To provide additional features to promote assessment for learning and facilitate teachers' use of assessment information in enhancing students' learning, and to enable the platform to be compatible with different devices including tablets, notebooks and desktops, SA has been upgraded to STAR since January 2017. Teachers can make use of this platform to create assessment tasks for individual students or classes, and receive student performance reports. The expenditure for STAR has been subsumed under the overall expenditure of the EDB.

- End -

CONTROLLING OFFICER'S REPLY

EDB078

(Question Serial No. 2624)

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 duty visits outside Hong Kong made by the Secretary for Education and the Under Secretary for Education in the past 2 years, including dates, purpose/outcome of visit, number of the entourage and the expenditures involved.

Asked by: Hon HUI Chi-fung (Member Question No. 11)

Reply:

Information about duty visits outside Hong Kong made by Secretary for Education and Under Secretary for Education in 2015-16 and 2016-17 is at Annexes A and B respectively.

**Duty visits outside Hong Kong made by
Secretary for Education since 2015-16
(as at 13 March 2017)**

Date of visit	Place of visit	Purpose of visit (Note 1)	Number of official entourage from SED's Office	(A) Expenses on accommodation (\$ (Note 2))	(B) Expenses on air passage (\$ (Note 3))	(C) Other expenses (\$ (Note 4))	Total expenditure incurred by SED & official entourage from SED's Office (\$ (A)+(B)+(C))
6 May 2015	Shenzhen	Working meeting with Shenzhen Municipal Education Bureau	2	No expenses as no over-night stay	No air passage (by car)	0	0
7 to 8 May 2015	Zhuhai	Upon invitation, to deliver a speech at the 10th anniversary celebratory event of the United International College jointly founded by Beijing Normal University and Hong Kong Baptist, and hold discussion with officials of the Zhuhai Municipal Education Bureau	2	2,430	No air passage (by ferry)	6,640	9,070
18 to 19 May 2015	Guangzhou and Zhongshan	Working meetings with the Department of Education of Guangdong Province and the Zhongshan Government	3	- [hotel accommodation sponsored by the Hong Kong and Macao Affairs Office of the People's Government of Guangdong Province in the amount of around \$2,080]	No air passage (by train and ferry)	4,612	4,612
6 June 2015	Huizhou and Shunde	To lead Hong Kong university students to join a one-day career and life planning education programme and visit enterprises there	1	No expenses as no over-night stay	No air passage (by car)	7,390	7,390

Date of visit	Place of visit	Purpose of visit (Note 1)	Number of official entourage from SED's Office	(A) Expenses on accommodation (\$ (Note 2))	(B) Expenses on air passage (\$ (Note 3))	(C) Other expenses (\$ (Note 4))	Total expenditure incurred by SED & official entourage from SED's Office (\$ (A)+(B)+(C))
24 to 25 June 2015	Fujian	To pay a courtesy visit to the Fujian Provincial Department of Education and the Xiamen Municipal Education Bureau, and to visit local universities for education cooperation	2	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	13,680	6,647	20,327
17 to 18 July 2015	Beijing	To officiate at an opening ceremony of the Beijing, Hong Kong and Macau Student Exchange Camp; and to attend a working meeting with the Ministry of Education in Beijing	2	5,047	23,000	5,688	33,735
26 July to 1 August 2015	USA and Belgium (EU)	Duty visit to USA / EU funding and research agencies in the higher education sector on education and research policies and funding strategies, especially STEM education	2	11,928	170,285	56,122	238,335
2 to 4 September 2015	Beijing	To attend commemorative activities of the 70th Anniversary of the Victory of War of Resistance against Japanese Aggression	-	- [hotel accommodation sponsored by the State Council's Hong Kong and Macao Office in the amount of around \$1,550]	10,217	2,190 [in-town transport sponsored by the State Council's Hong Kong and Macao Office in the amount of around \$142]	12,407
28 September to 1 October 2015	Beijing	To lead a delegation from the educational sector of Hong Kong to participate in professional exchange activities in Beijing and Chengde	2	12,870	21,449	16,881	51,200

Date of visit	Place of visit	Purpose of visit (Note 1)	Number of official entourage from SED's Office	(A) Expenses on accommodation (\$) (Note 2)	(B) Expenses on air passage (\$) (Note 3)	(C) Other expenses (\$) (Note 4)	Total expenditure incurred by SED & official entourage from SED's Office (\$) (A)+(B)+(C)
13 to 15 October 2015	Singapore	To attend a higher education international conference and to hold discussion with officials of the Ministry of Education of Singapore	2	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	22,804	28,470	51,274
2 to 3 November 2015	Guangzhou and Shenzhen	To lead a delegation of presidents and vice-presidents of the eight UGC-funded institutions for a visit to Guangdong Province leadership and to attend a Guangdong/Hong Kong university presidents' forum in Guangzhou	2	5,234	No air passage (by car)	9,058	14,292
17 November 2015 (p.m. only)	Guangzhou	To officiate at the opening ceremony of a national competition of extra-curricular academic and technological projects by university students	1	No expenses as no over-night stay	No air passage (by car)	6,550	6,550
27 to 28 January 2016	Beijing	To meet officials of the Ministry of Education and the Beijing Municipal Education Commission to exchange views on education initiatives/ policies 2016	2	4,825	23,000	5,803	33,628
10 to 12 May 2016	Chengdu	To join a visit led by the Chief Secretary for Administration to visit Sichuan to conclude the support work in the reconstruction of areas stricken by the earthquake in Wenchuan in 2008	1	4,191	19,636	3,620	27,447
25 May 2016	Nansha	To officiate at the 2016 Nansha-Hong Kong Sister School Contract Signing Ceremony cum Cultural Exchange Activities	2	No expenses as no over-night stay	No air passage (by car)	4,600	4,600

Date of visit	Place of visit	Purpose of visit (Note 1)	Number of official entourage from SED's Office	(A) Expenses on accommodation (\$) (Note 2)	(B) Expenses on air passage (\$) (Note 3)	(C) Other expenses (\$) (Note 4)	Total expenditure incurred by SED & official entourage from SED's Office (\$) (A)+(B)+(C)
14 June 2016	Shenzhen	To have a meeting with the Shenzhen Municipal Education Bureau and visit two hi-tech enterprises for exchanges on technology education and career and life planning education	2	No expenses as no over-night stay	No air passage (by car)	4,081	4,081
20 to 21 July 2016	Shenzhen and Guangzhou	To attend the Hong Kong/ Guangdong Universities High Level Meeting and conduct education exchanges in Shenzhen and Guangzhou	2	2,637 (Note 5)	No air passage (by car)	4,875 (Note 5)	7,512 (Note 5)
17 to 18 August 2016	Beijing	To have meetings with the Ministry of Education and the Beijing Municipal Education Commission respectively	2	4,889	23,051	3,583	31,523
14 September 2016	Guangzhou	To attend the 19th Plenary of the Hong Kong-Guangdong Co-operation Joint Conference	-	No expenses as no over-night stay	No air passage (by train)	420 [in-town transport sponsored by the Guangdong Provincial Government and the sponsored amount is not available]	420
2 to 9 October 2016	Peru and USA	To attend the 6th Asia-Pacific Economic Cooperation Education Ministerial Meeting in Lima, Peru and to visit San Francisco, USA for education exchanges	2	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	364,177	41,147	405,324

Date of visit	Place of visit	Purpose of visit (Note 1)	Number of official entourage from SED's Office	(A) Expenses on accommodation (\$) (Note 2)	(B) Expenses on air passage (\$) (Note 3)	(C) Other expenses (\$) (Note 4)	Total expenditure incurred by SED & official entourage from SED's Office (\$) (A)+(B)+(C)
20 to 22 October 2016	Shanghai	To have a meeting with the Shanghai Municipal Education Commission; and to join Hong Kong secondary school students in a Mainland exchange programme	2	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	21,610	18,063	39,673
3 to 4 November 2016	Shenzhen	To officiate at the Guangdong-Hong Kong Sister School Contract Signing Ceremony and to attend the Shenzhen-Hong Kong Principals' Forum 2016	2	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	No air passage (by car)	11,694	11,694
10 to 11 November 2016	Beijing	To attend an international education symposium organised by the Organisation for Economic Co-operation and Development	-	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	11,645	2,564	14,209
15 November 2016	Guangzhou	To address the founding ceremony of the Guangdong-Hong Kong-Macau University Alliance	1	No expenses as no over-night stay	No air passage (by train)	1,317	1,317
28 to 29 November 2016	Malaysia	To have a meeting with officials of the Malaysian Ministry of Higher Education in Kuala Lumpur to exchange views on education issues of mutual concern, and to finalise the arrangements for the Hong Kong Scholarship for "Belt and Road" Students (Malaysia)	2	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	44,626	7,186	51,812

Date of visit	Place of visit	Purpose of visit (Note 1)	Number of official entourage from SED's Office	(A) Expenses on accommodation (\$) (Note 2)	(B) Expenses on air passage (\$) (Note 3)	(C) Other expenses (\$) (Note 4)	Total expenditure incurred by SED & official entourage from SED's Office (\$) (A)+(B)+(C)
6 to 7 December 2016	Shanghai	To attend the 4th meeting of the China-UK High-Level People-to-People Dialogue	1	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	10,862	7,187	18,049
15 December 2016	Nansha	To attend the Guangdong-Hong Kong-Macau forum on education co-operation, innovation and entrepreneurship	2	No expenses as no over-night stay	No air passage (by car and by ferry)	4,252	4,252
14 to 15 February 2017	Beijing	To have meetings with the Ministry of Education and the Beijing Municipal Education Commission respectively	2	4,860	23,380	3,936	32,176
19 to 21 February 2017	Thailand	To have a meeting with the Thai Ministry of Education in Bangkok to explore opportunities for education co-operation, and to finalise the arrangements for the Hong Kong Scholarship for "Belt and Road" Students (Thailand)	2	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	13,977	13,998	27,975
10 to 11 March 2017	Haikou	To have a meeting with the Education Department of Hainan Province to explore cooperation in educational matters	1	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	5,824	4,839	10,663

Notes:

- (1) The Secretary for Education would meet local students from Hong Kong where possible.
- (2) The arrangement of hotel accommodation was provided in accordance with the relevant Civil Service Regulations and guidelines.
- (3) Proper class of passages was provided in accordance with the relevant Civil Service Regulations and guidelines, taking into account factors including rank of post, flying time, flight schedule and details.
- (4) Other expenses include overseas subsistence allowance and other incidental expenses related to the

duty visits outside Hong Kong. The subsistence allowance is provided in accordance with the relevant Civil Service Regulations and guidelines, which is intended to cover, inter alia, the cost of accommodation, meals and in-town travelling.

- (5) The expenses for the visit made on 20 to 21 July 2016 incurred by the Under Secretary for Education are covered in Annex B.

**Duty visits outside Hong Kong made by
Under Secretary for Education since 2015-16
(as at 13 March 2017)**

Date of visit	Place of visit	Purpose of visit (Note 1)	Number of official entourage from SED's Office	(A) Expenses on accommodation (\$)(Note 2)	(B) Expenses on air passage (\$)(Note 3)	(C) Other expenses (\$)(Note 4)	Total expenditure incurred by US(Ed) & official entourage from SED's Office (\$)(A)+(B)+(C)
2 to 4 May 2015	Nanjing	To lead a delegation to participate in interflow activities for "Passing on the Torch" Platform Programme Series	-	1,990	3,792	2,219	8,001
23 to 26 July 2015	Australia	To attend an international conference and visit local schools	-	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	33,240	11,134	44,374
12 October 2015	Zhongshan	To visit Zhongshan National Defense Education Base and exchange views on the organisation of a student camp for Hong Kong students	-	No expenses as no over-night stay	No air passage (by ferry)	350	350
14 to 15 December 2015	Guangzhou	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	-	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	3,810	2,970	6,780
16 to 17 December 2015	Indonesia	To sign a Memorandum of Understanding on education cooperation between Hong Kong and Indonesia, and launch a new scholarship scheme for Indonesian students	-	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	20,589	4,654	25,243

Date of visit	Place of visit	Purpose of visit (Note 1)	Number of official entourage from SED's Office	(A) Expenses on accommodation (\$)(Note 2)	(B) Expenses on air passage (\$)(Note 3)	(C) Other expenses (\$)(Note 4)	Total expenditure incurred by US(Ed) & official entourage from SED's Office (\$)(A)+(B)+(C)
23 to 26 May 2016	Finland	To attend an international inaugural event and a conference in Helsinki	-	5,116	56,540	2,802	64,458
20 to 21 July 2016	Shenzhen and Guangzhou	To accompany the Secretary for Education to attend the Hong Kong/ Guangdong Universities High Level Meeting and conduct education exchanges in Shenzhen and Guangzhou	-	1,319	No air passage (by car)	2,437	3,756
21 to 23 September 2016	Beijing	To lead a delegation from the educational sector of Hong Kong to participate in professional interflow activities in Beijing	-	- [hotel accommodation sponsored by the Ministry of Education in the amount of around \$1,560]	6,760	3,638 [in-town transport sponsored by the Ministry of Education and the sponsored amount is not available]	10,398

Notes:

- (1) The Under Secretary for Education would meet local students from Hong Kong where possible.
- (2) The arrangement of hotel accommodation was provided in accordance with the relevant Civil Service Regulations and guidelines.
- (3) Proper class of passages was provided in accordance with the relevant Civil Service Regulations and guidelines, taking into account factors including rank of post, flying time, flight schedule and details.
- (4) Other expenses include overseas subsistence allowance and other incidental expenses related to the duty visits outside Hong Kong. The subsistence allowance is provided in accordance with the relevant Civil Service Regulations and guidelines, which is intended to cover, inter alia, the cost of accommodation, meals and in-town travelling.

- End -

CONTROLLING OFFICER'S REPLY**EDB079****(Question Serial No. 2629)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Special Education

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

Director of Bureau: Secretary for Education

Question:

In the past 2 school years, the percentage of teachers in special schools with special education training qualification remained at 74%. What measures does the Bureau have to increase the percentage of teachers with such qualification? Please provide details and the expenditures involved.

Asked by: Hon HUI Chi-fung (Member Question No. 13)

Reply:

To enhance the professional capacity of teachers in catering for students with diverse needs, the Education Bureau (EDB) has been providing serving teachers in both mainstream schools and special schools with structured training courses on supporting students with special educational needs (SEN) pitched at the Basic, Advanced and Thematic levels (BAT Courses) since the 2007/08 school year. Starting from the 2012/13 school year, we have been organising the Training Course for Special School Teachers (TCSST) specifically for serving special school teachers. To support special schools in arranging teachers to attend the TCSST and the BAT Courses, their regular teachers are granted paid study leave for attending the Courses and grants for employing supply teachers are provided for the schools accordingly. The estimated expenditure for TCSST for the 2017/18 school year is about \$5.1 million. As for the BAT Courses, we are not able to calculate the share of special school teachers in the estimated expenditure for the 2017/18 school year.

In addition, EDB organises different theme-based training activities including seminars, workshops and sharing sessions to share good practices and update teachers on the current trend and approach in catering for students with SEN. The related expenditure is subsumed within the overall provision of EDB. To better prepare and equip prospective teachers with the knowledge and skills in catering for students with SEN, local teacher education universities have also included a module on special education or catering for students with SEN in their pre-service teacher training courses. We will continue to encourage special schools to arrange teachers for attending the TCSST and BAT Courses and keep in view the training needs of special school teachers to organise appropriate courses for enhancement of their professional competence.

- End -

CONTROLLING OFFICER'S REPLY**EDB080****(Question Serial No. 0240)**

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

Regarding teaching Putonghua in schools, please provide the following information in respect of the academic years from 2013/14 to 2017/18:

- (a) A list, complete with durations and details, of all the measures or programmes introduced to support primary and secondary students in learning Putonghua. Please also advise on the expenditure incurred for each measure or programme, and the total expenditure of all the support measures;
- (b) The numbers of aided primary and secondary schools teaching Putonghua as a separate subject, and their respective percentages in the total numbers of aided primary and secondary schools in the territory;
- (c) The numbers of aided primary and secondary schools using Putonghua as the medium of instruction for teaching the Chinese Language Subject (PMIC), and their respective percentages in the total numbers of aided primary and secondary schools in the territory; and
- (d) Has the Bureau drawn up any plan to pursue the "long-term vision" of PMIC? If there is a long-term plan, what is the expenditure involved? Will the Bureau give up on the "long-term vision" as a policy direction if there is no such plan? If it will not give up on the vision, what are the reasons?

Asked by: Hon IP Kin-yuen (Member Question No. 1)

Reply:

- (a) Between 2013/14 and 2017/18 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)
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

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.	3.21*
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.	3.85*
2016/17	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.	4.86^
2017/18#	—	—	—

* Expenditure as at 31 January 2017

^ Allocation of Fund

Subject to further deliberation by the Standing Committee on Language Education and Research, the details are still being worked out.

- (b)&(c) In respect of teaching Putonghua as a separate subject and/or using Putonghua as the medium of instruction for teaching the Chinese Language Subject (PMIC), primary and secondary schools may make decision having regard to their own circumstances. As the number of schools may vary every year, we do not possess the exact figures.
- (d) Biliteracy and trilingualism has always been the advantage of Hong Kong. In pursuance of professional autonomy and academic freedom, it has all along been a school-based decision of the primary and secondary schools in Hong Kong on whether to adopt PMIC having regard to the abilities of their teachers and students, as well as their school environment and support. EDB has never made a mandatory requirement for schools to adopt PMIC. PMIC is being implemented smoothly at schools' discretion. Schools may consider if Putonghua should be adopted as the MOI for teaching the Chinese Language Subject and the pace of implementation having regard to their own circumstances, such as readiness of teachers, ability of students, language environment of schools, curriculum planning as well as availability of learning and teaching resources/support. EDB respects the professional decision of schools, and there is no need to abolish PMIC as the long-term vision. EDB will also continue to provide schools with appropriate assistance and professional, on-site support for teaching the Chinese Language Subject irrespective of whether the schools' MOI is Putonghua or Cantonese.

- End -

CONTROLLING OFFICER'S REPLY**EDB081****(Question Serial No. 0241)**

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

(a) For the 2016/17 school year, please provide the numbers 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 numbers of such contract teachers. Please set out the figures for each of the 18 school districts in the form of annex (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 the teachers employed on DCP terms to fill permanent teaching posts within the approved teaching establishment in the 2016/17 school year, what are their average length and the longest length of service in the same post in a school?

(c) Please provide a breakdown of the numbers of teachers employed on DCP terms to fill permanent teaching posts within the approved teaching establishment in primary and secondary schools and their increase/decrease in each of the school years from the 2013/14 to 2017/18 school years respectively; and

(d) Make a comparison of the changes in the numbers of regular teachers on contract terms in primary and secondary schools between the 2015/16 and 2016/17 school years in the form of the following annexes:

Secondary Schools (Annex 3)

Changes between the 2015/16 and 2016/17 school years		Number of schools	Number of regular teachers on contract terms in the 2015/16 school year	Number of regular teachers on contract terms in the 2016/17 school year
Number of regular teachers on DCP terms	Increase			
	Remain unchanged			
	Decrease			

Primary Schools (Annex 4)

Changes between the 2015/16 and 2016/17 school years		Number of schools	Number of regular teachers on contract terms in the 2015/16 school year	Number of regular teachers on contract terms in the 2016/17 school year
Number of regular teachers on DCP terms	Increase			
	Remain unchanged			
	Decrease			

Asked by: Hon IP Kin-yuen (Member Question No. 2)

Reply:

The posts in the approved teaching establishment of aided schools are regular posts, and teachers filling these posts (except temporary or supply teachers) are regular teachers. Schools may employ regular teachers with a defined contract period (DCP) only if they have genuine needs and cogent reasons. The reply to the four parts of the question is as follows:

- The number of regular teachers on DCP terms to fill regular posts in aided secondary and primary schools in the 2016/17 school year are at Annexes 1 and 2 respectively.
- Among the 1 162 regular teachers on DCP terms in the 2016/17 school year, the average length of service as regular teachers on DCP terms in their existing schools is 2.3 years (up to the end of the 2016/17 school year), and the longest service being 9 years.
- Statistics on the number of regular teachers on DCP terms from 2012/13 to 2016/17 school years are as follows:

	Number of regular teachers on DCP terms (Compared with previous school year)				
	2012/13	2013/14	2014/15	2015/16	2016/17
Aided Secondary Schools	1 374	1 101 (-273)	965 (-136)	878 (-87)	819 (-59)
Aided Primary Schools	564	566 (+2)	446 (-120)	388 (-58)	343 (-45)

- Comparison on the numbers of regular teachers on DCP terms in aided secondary and primary schools of the 2015/16 and 2016/17 school years are at Annexes 3 and 4 respectively.

**Employment of Regular Teachers on Defined Contract Period Terms in 2016/17
(Aided Secondary Schools)**

EDB school district	Number of aided secondary schools in the district	Employment of regular teachers on DCP terms (aided secondary schools)	
		Number of schools	Number of teachers*
Central & Western	8	3	0
		1	1
		1	3
		2	4
		1	8
Wan Chai	9	6	0
		1	1
		1	3
		1	4
Eastern	24	11	0
		3	1
		1	2
		3	3
		2	4
		2	5
		1	6
		1	8
Southern	13	7	0
		1	1
		1	3
		2	5
		1	6
Sham Shui Po	15	1	7
		6	0
		2	1
		3	2
		2	3
Yau Tsim Mong	12	1	6
		1	10
		4	0
		1	1
		2	2
Kowloon City	27	3	3
		2	4
		5	5
		4	0
		2	1
Wong Tai Sin	22	11	2
		3	1
		2	2
		2	3

EDB school district	Number of aided secondary schools in the district	Employment of regular teachers on DCP terms (aided secondary schools)	
		Number of schools	Number of teachers*
		4 1 1 1	4 5 6 7
Kwun Tong	25	7 2 4 3 4 2 2 1	0 1 2 3 4 5 6 9
Tsuen Wan	13	2 1 3 4 2 1	0 2 3 5 6 7
Tuen Mun	36	14 3 6 4 2 3 2 1 1	0 1 2 3 4 5 7 8 9
Yuen Long	30	11 8 2 1 5 1 1 1	0 1 2 3 4 7 9 13
North	17	5 6 2 2 1 1	0 1 2 3 5 6
Tai Po	17	6 1 3 2 3 1 1	0 1 2 3 4 5 6
Sha Tin	36	9 6 3	0 1 2

EDB school district	Number of aided secondary schools in the district	Employment of regular teachers on DCP terms (aided secondary schools)	
		Number of schools	Number of teachers*
		3 5 2 3 3 2	3 4 5 6 8 10
Sai Kung	18	6 2 2 3 2 2 1	0 1 2 3 4 5 6
Islands	7	3 1 2 1	0 1 3 7
Kwai Tsing	31	12 4 3 1 2 4 3 1 1	0 1 2 3 4 5 6 8 14
Total	360	133 47 35 42 37 25 19 7 7 3 3 1 1	0 1 2 3 4 5 6 7 8 9 10 13 14
Total balance for all districts	360	227#	819

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 2016/17
(Aided Primary Schools)**

EDB school district	Number of aided primary schools in the district	Employment of regular teachers on DCP terms (aided primary schools)	
		Number of schools	Number of teachers*
Central & Western	14	13 1	0 1
Wan Chai	12	8 2 2	0 2 4
Eastern	22	14 5 3	0 1 2
Southern	9	7 1 1	0 1 4
Sham Shui Po	18	13 2 1 1 1	0 1 2 4 6
Yau Tsim Mong	17	12 4 1	0 1 3
Kowloon City	29	18 5 1 1 1 1 1 1	0 1 2 3 4 5 9 11
Wong Tai Sin	24	20 1 2 1	0 1 2 3
Kwun Tong	32	23 4 1 2 2	0 1 2 3 6
Tsuen Wan	19	15 2 1 1	0 1 2 3
Tuen Mun	33	19 3 2 4	0 1 2 3

EDB school district	Number of aided primary schools in the district	Employment of regular teachers on DCP terms (aided primary schools)	
		Number of schools	Number of teachers*
		1 3 1	5 6 16
Yuen Long	43	28 7 3 2 1 1 1	0 1 2 3 4 6 7
North	27	15 4 5 2 1	0 1 2 3 6
Tai Po	17	13 3 1	0 1 13
Sha Tin	37	30 3 2 2	0 1 3 4
Sai Kung	21	14 2 2 1 1 1	0 1 2 3 6 7
Islands	16	10 2 2 1 1	0 1 2 3 5
Kwai Tsing	30	22 3 2 1 1 1	0 1 3 4 5 8
Total	420	294 52 25 20 9 4 9 2 1 1 1 1	0 1 2 3 4 5 6 7 8 9 11 13

EDB school district	Number of aided primary schools in the district	Employment of regular teachers on DCP terms (aided primary schools)	
		Number of schools	Number of teachers*
		1	16
Total balance for all districts	420	126#	343

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 2015/16 and 2016/17 school years
(Aided Secondary Schools)**

Comparison between 2015/16 and 2016/17	Number of aided secondary schools	Number of regular teachers on DCP terms*	
		2015/16	2016/17
Schools with increased number of regular teachers on DCP terms	15	0	1
	3	0	2
	5	0	3
	2	0	4
	5	1	2
	6	1	3
	3	1	4
	1	1	5
	7	2	3
	2	2	4
	3	2	5
	3	3	4
	3	3	5
	1	3	6
	1	3	9
	5	4	5
	2	4	6
	1	4	7
	1	5	6
	1	5	7
	1	5	8
	1	5	9
	1	5	10
	1	5	14
	1	6	7
	2	7	8
Schools with unchanged number of regular teachers on DCP terms	108	0	0
	19	1	1
	14	2	2
	8	3	3
	11	4	4
	8	5	5
	5	6	6
	2	7	7
	2	8	8
	1	9	9
	1	13	13

Comparison between 2015/16 and 2016/17	Number of aided secondary schools	Number of regular teachers on DCP terms*	
		2015/16	2016/17
Schools with decreased number of regular teachers on DCP terms	12	1	0
	4	2	0
	9	2	1
	3	3	0
	3	3	1
	8	3	2
	1	4	0
	1	4	1
	3	4	2
	8	4	3
	1	5	0
	7	5	3
	10	5	4
	2	6	0
	2	6	2
	2	6	4
	3	6	5
	1	7	0
	1	7	3
	1	7	4
	1	7	5
	5	7	6
	1	8	4
	1	8	5
	4	8	6
	1	8	7
	1	9	8
	1	10	4
	1	10	8
	1	11	0
	1	11	7
	1	12	4
	1	12	6
	1	12	10
	1	14	10

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 2015/16 and 2016/17 school years
(Aided Primary Schools)**

Comparison between 2015/16 and 2016/17	Number of aided primary schools	Number of regular teachers on DCP terms*	
		2015/16	2016/17
Schools with increased number of regular teachers on DCP terms	23	0	1
	16	0	2
	4	0	3
	1	0	4
	1	0	5
	1	0	6
	1	1	2
	3	1	3
	1	1	4
	4	2	3
	1	2	5
	1	2	7
	1	3	4
	1	3	6
	1	3	7
	1	4	5
	4	4	6
	1	5	6
	1	5	11
	1	5	16
	1	7	8
	1	8	9
Schools with unchanged number of regular teachers on DCP terms	252	0	0
	12	1	1
	6	2	2
	3	3	3
	1	6	6
	1	13	13
School with decreased number of regular teachers on DCP terms	19	1	0
	11	2	0
	6	2	1
	4	3	0
	5	3	1
	1	3	2
	3	4	0
	2	4	1
	1	4	2
	3	4	3
	2	5	0
	2	5	1
	1	5	3
	4	5	4
	2	6	0
	1	6	4
	1	7	1
	1	7	3

Comparison between 2015/16 and 2016/17	Number of aided primary schools	Number of regular teachers on DCP terms*	
		2015/16	2016/17
	1	7	6
	1	8	0
	1	8	4
	1	12	3
	1	13	5
	1	16	1

Note *: Regular teachers on DCP terms include full-time and part-time teachers.

- End -

CONTROLLING OFFICER'S REPLY

EDB082

(Question Serial No. 0242)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not specified
Programme: (3) Primary Education, (4) 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 2017/18 school year, the ratio of graduate teacher posts in public sector primary schools will be further enhanced to 65%. Does the Bureau know how many schools have already increased the ratio of graduate teacher posts to 65%? If there are no such statistics, what are the reasons?
- (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) Has the Bureau devised long-term plans to solve the problem of differences in salaries and remuneration between graduate teachers in primary schools and graduate teachers in secondary schools? If yes, what are the details and expenditures involved? If no, what are the reasons?

Asked by: Hon IP Kin-yuen (Member Question No. 3)

Reply:

- (a) Pursuant to the enhancement of the ratio of graduate teacher posts in public sector primary schools from 50% to 55% and 60% in the 2015/16 and 2016/17 school years respectively, the Education Bureau (EDB) will further enhance the ratio to 65% in the 2017/18 school year. The ratio of 65% graduate teacher posts will take effect from the 2017/18 school year onwards. We do not have the information on schools' plans for filling these additional graduate teacher posts at this stage.
- (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 2012/13 to 2016/17 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 (%) ^
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	7 960	41.0	42	43	3.2	11 470	59.0	37	37	5.4
2016/17 (Estimate)	8 530	42.9	43	43	2.4	11 360	57.1	37	37	5.4

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 (%) ^
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	17 960	78.5	43	43	4.2	4 930	21.5	33	36	7.8
2016/17 (Estimate)	17 690	78.6	43	43	4.0	4 800	21.4	34	36	7.0

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 2012/13 to 2016/17 are as follows:

Primary Schools (Government and Aided)

School Year	Non-graduate Teachers				
	No. of degree holders*	%	Median Age	Mean Age	Wastage rate (%) ^
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	10 770	93.9	36	37	4.9
2016/17 (Estimate)	10 730	94.4	36	37	5.1

Secondary Schools (Government, Aided and Caput)

School Year	Non-graduate Teachers				
	No. of degree holders*	%	Median Age	Mean Age	Wastage rate (%) [^]
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	4 590	93.1	32	35	7.5
2016/17 (Estimate)	4 490	93.6	33	35	6.9

* 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) The Government is committed to enhancing the quality of education in Hong Kong. Over the years, we have improved the provision of teaching staff resources on a need basis and implemented a number of measures to raise the status and professional standards of teachers in recognition of the challenges of school administration and demand on quality education. EDB understands the concern of the school sector on the issue of salaries and remuneration of graduate teachers in primary schools and will consider this seriously in our deliberation in light of a host of relevant factors. As the subject is complex and involving a wide scope of issues, we will communicate closely with the school sector to consider the way forward.

- End -

CONTROLLING OFFICER'S REPLY**EDB083****(Question Serial No. 0243)**

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

Regarding small class teaching (SCT) and the arrangement for the increase of the number of allocated Primary 1 (P1) students per class:

(a) Please give a breakdown, for each of the 18 districts in Hong Kong from the 2013/14 school year to the 2017/18 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 P1 places and students in the respective districts;

(2) of the number 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;

(3) of the number of schools which have not implemented SCT in each district and their percentage share in the total number of primary schools in the respective districts;

(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 2014/15 school year to 2016/17 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 2017/18 school year?

(c) 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 additional of classrooms for such purpose?

(d) What is the total amount of Additional Supplementary Learning Grant (ASLG) disbursed since its implementation in response to the increase of the number of allocated P1 students per class? Will the EDB review the computation of the ASLG such as calculating the amount of funding based on each additional student allocated? If there is no plan to conduct a review, what are the reasons?

(e) Please provide the numbers of school-age children attending P1 classes from the 2017/18 school year to 2021/2022 school year;

(f) Does the EDB plan to implement measures similar to the “targeted relief measures” carried out in secondary schools in response to the fluctuation of the number of school-age children attending primary schools? If yes, what are the timetable and estimated expenditure involved? If no, what are the reasons? and

(g) Does the Administration plan to strengthen the support for SCT in primary schools and implement SCT at the junior secondary stage when the number of school-age students attending secondary and primary schools decline? If yes, what are the timetable and estimated expenditure involved? If no, what are the reasons?

Asked by: Hon IP Kin-yuen (Member Question No. 4)

Reply:

(a)(1) & (3) The number of public sector primary schools by district with breakdown of schools implementing small class teaching (SCT) (i.e. allocated 25 students per Primary One (P1) class) and those maintaining 30 students per P1 class from the 2013/14 to 2016/17 school years, as well as the total number of P1 places and students in the respective school years, are tabulated at Annex A. The number of public sector primary schools including those implementing SCT and those maintaining 30 students per P1 class in the 2017/18 school year will be the same as those in the 2016/17 school year, while the total number of P1 places and students are not available at this stage.

(a)(2) According to the latest information available, the school-age population aged 6 is projected to continue to increase temporarily in the coming year 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 2013/14 to 2016/17 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. The relevant estimated figures for the 2017/18 school year have also been tabulated at Annex B.

- (b) & (d) Various factors as elucidated in (a)(2) 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, 2015/16 and 2016/17 school years as well as the relevant estimated figures for the 2017/18 school year.

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 (ASLG) 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 2014/15, 2015/16, 2016/17 and 2017/18 school years is tabulated at Annex C. There is no plan to review or revise the eligibility criteria of the Grant.

- (c) Referring to the districts / school nets with temporary allocation of more students per P1 class from the 2013/14 to 2016/17 school years, 4, 2 and 4 schools have changed the use of their other rooms for operation of a total of 4, 2 and 4 additional P1 classes in the 2013/14, 2015/16 and 2016/17 school years respectively. No special/activity rooms were involved. In the 2014/15 school year, no schools in question changed the use of other rooms or special rooms for operation of additional P1 classes. For the 2017/18 school year, 17 schools have applied for conversion for / construction of 24 temporary classrooms and complementary facilities as appropriate for operating additional P1 classes subject to the actual demand in the Central Allocation.
- (e) The projected school-age population aged 6 who are residing in Hong Kong from the 2017/18 to 2021/22 school years is tabulated at Annex D.
- (f) As the change in the projected P1 student population in the coming years is different from the transient decline in Secondary One student population in recent years, the relief measures implemented for the public sector secondary schools may not be applicable to the primary schools. EDB will continue to liaise with the school sector and to keep in view the situation to formulate appropriate strategies.
- (g) 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. International studies have suggested that SCT is more effective when students are of younger age and its effectiveness tends to wane as students age. The current policy of implementing SCT progressively in public sector primary schools, where circumstances permit, will remain unchanged. 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. As the number of Secondary One students is expected to rebound starting from the 2017/18 school year, reducing the class size across-the-board will definitely increase the pressure on land use by schools. We have no plan to implement SCT in secondary schools having regard to the afore-mentioned considerations.

Annex A

District [school-netting under Primary One Admission System]	2013/14 school year					2014/15 school year					2015/16 school year					2016/17 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]	1 385	1 396	16	10 [62.5]	6 [37.5]	1 360	1 394	16	10 [62.5]	6 [37.5]	1 385	1 389	16	10 [62.5]	6 [37.5]	1 435	1 476
Wan Chai [Net 12]	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]	1 455	1 467	17	11 [64.7]	6 [35.3]	1 410	1 403
Eastern [Net 14 & 16]	27	17 [63]	10 [37]	2 775	2 718	27	17 [63]	10 [37]	2 800	2 830	27	17 [63]	10 [37]	2 750	2 728	25	15 [60.0]	10 [40.0]	2 845	2 821
Southern [Net 18]	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	11	9 [81.8]	2 [18.2]	920	862
Yau Tsim Mong [Net 31 & 32]	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]	2 125	2 117	19	11 [57.9]	8 [42.1]	2 175	2 217
Sham Shui Po [Net 40]	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]	2 335	2 408	21	12 [57.1]	9 [42.9]	2 310	2 398
Kowloon City [Net 34, 35 & 41]	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]	3 105	3 184	34	23 [67.6]	11 [32.4]	3 255	3 395
Wong Tai Sin [Net 43 & 45]	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]	2 870	2 795	24	22 [91.7]	2 [8.3]	2 645	2 535
Kwun Tong [Net 46 & 48]	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]	3 750	3 773	34	27 [79.4]	7 [20.6]	3 695	3 736
Sai Kung [Net 95]	22	22 [100]	0 [0]	2 075	1 996	22	22 [100]	0 [0]	2 250	2 192	22	22 [100]	0 [0]	2 225	2 120	22	22 [100]	0 [0]	2 275	2 172
Sha Tin [Net 88, 89 & 91]	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]	4 290	4 385	38	28 [73.7]	10 [26.3]	4 340	4 506
Tai Po [Net 84]	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]	2 280	2 407	18	16 [88.9]	2 [11.1]	2 464	2 606
North [Net 80, 81 & 83]	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]	3 080	3 246	28	18 [64.3]	10 [35.7]	3 283	3 434
Yuen Long [Net 72, 73 & 74]	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]	5 320	5 334	46	40 [87.0]	6 [13]	5 352	5 488
Tuen Mun [Net 70 & 71]	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]	3 940	4 037	34	30 [88.2]	4 [11.8]	3 870	4 026
Tsuen Wan [Net 62]	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]	2 105	2 189	18	10 [55.6]	8 [44.4]	2 180	2 218
Kwai Tsing [Net 64, 65 & 66]	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]	3 130	3 063	33	22 [66.7]	11 [33.3]	3 205	3 160
Islands [Net 96, 97, 98 & 99]	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	16	15 [93.8]	1 [6.2]	1 030	926

Notes:

- Figures refer to schools participating in Primary One Admission (POA) 2013, 2014, 2015 and 2016.
- Figures on total no. of Primary One students in the 2013/14, 2014/15, 2015/16 and 2016/17 school years refer to enrolment in public sector schools by administrative districts, instead of POA school nets.

	2013/14 school year (Note 1)	2014/15 school year (Note 1)			2015/16 school year (Note 1)		2016/17 school year (Note 1)		
District	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	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)	18 (64%)	24 (75%)	16 (76%)	16 (89%)	16 (76%)	16 (89%)	16 (57%)	16 (76%)	16 (89%)
Number of students per P1 class upon allocation	32	30	31 for School Net 73 30 for School Net 74	30	30	30	28	30 for School Net 73, 31 for School Net 74	32
Number of students allocated	448	528	302	340	280	335	189	314	476

	2017/18 school year (Note 1 & 2)							
District	North (Note 4)	Yuen Long (Note 3)	Tai Po	Shatin (Note 5)	Tuen Mun (Note 6)	Sham Shui Po	Tsuen Wan	Kowloon City (Note 7)
Total number of schools implementing small class teaching (SCT)	16	16	16	10	14	12	10	6
Number of SCT schools estimated to be allocated with more students per P1 class (% of total number of schools in the district)	Estimated to be 16 (57%)	Estimated to be 16 (76%)	Estimated to be 16 (89%)	Estimated to be 10 (63%)	Estimated to be 14 (93%)	Estimated to be 12 (57%)	Estimated to be 10 (56%)	Estimated to be 5 (71%)
Estimated number of students per P1 class upon allocation	Estimated to be 28	Estimated to be 33	Estimated to be 33	Estimated to be 33	Estimated to be 28	Estimated to be 33	Estimated to be 30	Estimated to be 33
Estimated number of students allocated	NA	NA	NA	NA	NA	NA	NA	NA

Notes:

- Figures refer to schools participating in Primary One Admission (POA) 2013, 2014, 2015, 2016 and 2017.
- The situation of the 2017/18 school year is an estimated one which was worked out based on the number of POA applicants as at mid-February 2017. The total number of additional P1 places involved is estimated to be 195 in the North District (school nets 80 and 81 only), 472 in Yuen Long (school nets 73 and 74 only), 528 in Tai Po, 320 in Shatin (school net 91 only), 177 in Tuen Mun (school net 71 only), 328 in Sham Shui Po, 180 in Tsuen Wan and 168 in Kowloon City (school net 35 only).
- 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, 2016/17 and 2017/18 school years. 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 was/would be adopted in School Nets 80 and 81 only in the 2016/17 and 2017/18 school year. The schools in School Net 83 are therefore not included under the 2016/17 and 2017/18 school years in the above table.
- Under the POA System, Shatin comprises School Nets 88, 89 and 91. The temporary arrangement of allocating more students per P1 class would be adopted in School Net 91 only in the 2017/18 school year. The schools in School Nets 88 and 89 are therefore not included in the above table.
- Under the POA System, Tuen Mun comprises School Nets 70 and 71. The temporary arrangement of allocating more students per P1 class would be adopted in School Net 71 only in the 2017/18 school year. The schools in School Net 70 are therefore not included in the above table.
- Under the POA System, Kowloon City comprises School Nets 34, 35 and 41. The temporary arrangement of allocating more students per P1 class would be adopted in School Net 35 only in the 2017/18 school year. The schools in School Nets 34 and 41 are therefore not included in the above table.

**Estimated additional expenditure for schools implementing small class teaching
with temporary increase of number of students allocated per P1 class
from the 2014/15 to 2017/18 school years**

Breakdown of additional expenditure	2014/15 school year (Note 1)	2015/16 school year (Note 1)	2016/17 school year (Note 1)	2017/18 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)	\$ 31.1 million	\$ 32.1 million	\$ 44.1 million	\$ 62.6 million (estimated)
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	\$ 6.7 million	\$ 6.7 million	\$ 13.1 million	\$ 41.3 million (estimated)
Provision of Additional Supplementary Learning Grant for the cohort of students concerned for a period of six years	Not applicable	\$ 7.5 million	\$ 19.0 million	\$ 42.1 million (estimated)
Total:	\$ 37.8 million	\$ 46.3 million	\$ 76.2 million	\$ 146.0 million (estimated)

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 2014/15, 2015/16 and 2016/17 school years and the estimated number of schools for the 2017/18 school year are at Annex B.
2. The situation of the 2017/18 school year is an estimated one which was worked out based on the number of POA applicants as at mid-February 2017.
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.

**Projected School-age Population Aged 6 Who are Residing in Hong Kong,
2017/18 – 2021/22 School Years**

2017/18	2018/19	2019/20	2020/21	2021/22
66 200	67 900	56 000	55 800	59 400

- 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.
 - (2) School-age population aged 6 is considered appropriate for primary education (i.e. Primary 1).
 - (3) Figures refer to the projected number of local children (i.e. Hong Kong usual residents) aged 6 residing in Hong Kong. The projected figures should not be taken as the projected number of students attending schools in Hong Kong. The latter would be affected by the prevailing distribution of school places, demand for school places and parental choices. Students under or over the age of 6 may also enrol at primary education (i.e. Primary 1). 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 number of such babies who would settle in Hong Kong and if so, when.
 - (5) Figures are rounded to the nearest hundred.

- End -

CONTROLLING OFFICER'S REPLY**EDB084****(Question Serial No. 0244)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education

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

Director of Bureau: Secretary for Education

Question:

Regarding the Student Guidance Service Grant, please provide the following information:

- (a) the total expenditure on the Student Guidance Service Grant and the estimated expenditure for the 2017/18 school year;
- (b) please tabulate the number of primary schools applied for the Student Guidance Service Grant and their percentage share among all primary schools in the territory from the 2013/14 to 2016/17 school years; and
- (c) 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 EDB has any plan to improve, review and expand the abovementioned service? If yes, what is the total estimated expenditure? If no, what are the reasons?

Asked by: Hon IP Kin-yuen (Member Question No. 5)

Reply:

- (a) The total expenditure on the Student Guidance Service (SGS) Grant, including the top-up grant, is estimated to be about \$239.6 million and \$254.0 million for the 2016/17 and 2017/18 school years respectively.
- (b) The number of public sector primary schools provided with the SGS Grant and their percentage share for the 2013/14 to 2016/17 school years are as follows:

School Year	2013/14	2014/15	2015/16	2016/17
Number of Public Sector Primary Schools Provided with SGS Grant (%)	309 (68%)	312 (69%)	317 (70%)	323 (71%)

- (c) According to the information provided from schools with the provision of SGS Grant, a majority of the student guidance personnel have continued their service in the same school for three years or more. It is thus clear that there is continuity of guidance service in schools. Furthermore, 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 minimizing the impact arising from turnover of individual staff members.

The Education Bureau (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. Nonetheless, EDB will continuously keep in view of schools' need for guidance services and review the resource provision from time to time with consideration to such factors as policy prioritization and government's affordability.

- End -

CONTROLLING OFFICER'S REPLY**EDB085****(Question Serial No. 0245)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education

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

Director of Bureau: Secretary for Education

Question:

Regarding school assessment programmes, including Student Assessment (SA), online Student Assessment Repository (STAR), Territory-wide System Assessment (TSA), 2016 Tryout Study (Primary 3), Primary 3 Basic Competency Assessment Research Study (BCA), and Pre-Secondary One Hong Kong Attainment Test (Pre S1), please provide the following information:

- (a) The contract periods of the above programmes from 2000 to present, with a breakdown by item of expenditure and average expenditure per year;
- (b) The numbers of primary and secondary schools adopted SA (or the new STAR platform) from school year 2000 to present, their percentage share in the respective school types, and the total number of students logged in SA by school type;
- (c) 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, the number of non-Chinese speaking (NCS) students participated in the Chinese assessment and their percentage share, and the expenditure incurred to support the above students;

Table 1

		School Years				
		2011/12	2012/13	2013/14	2014/15	2015/16
Primary 3						
Total number of students participated in TSA						
	Students with SEN (percentage share %)					
	NCS students participated in the Chinese assessment (percentage share %)					
	Expenditure involved					
Primary 6						
Total number of students participated in TSA						
	Students with SEN (percentage share %)					
	NCS students participated in the Chinese assessment (percentage share %)					

	Expenditure involved					
Secondary 3						
Total number of students participated in TSA						
	Students with SEN (percentage share %)					
	NCS students participated in the Chinese assessment (percentage share %)					
	Expenditure involved					

(d) The total number of schools participated in the 2016 Tryout Study (Primary 3), their percentage share in all primary schools in the territory, and the expenditure involved;

(e) The number of public primary and secondary schools that have been provided feedback by the Bureau on the learning and teaching of Chinese Language, English Language and Mathematics as a result of their participation in the TSA, and the expenditure involved;

(f) The dates of meetings and the attendance rates of members at each meeting since the establishment of the Coordinating Committee on Basic Competency Assessment and Assessment Literacy and its working groups;

(g) 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. If similar basic competency assessment exercises are continue to be held in the future, will the Bureau consider engaging tertiary institutions instead of the Hong Kong Examinations and Assessment Authority to implement the assessment programmes? If yes, what are the plans and the expenditure involved? If no, how will the Bureau respond to the Audit's recommendation?

(h) For years, primary school stakeholders have recommended merging TSA with Pre S1. Will the Bureau set up a committee to review Pre S1? If yes, what are the plans and the expenditure involved? If no, what are the reasons?

Asked by: Hon IP Kin-yuen (Member Question No. 6)

Reply:

(a) The Education Bureau (EDB) has commissioned the Hong Kong Examinations and Assessment Authority (HKEAA) to administer the Basic Competency Assessment project, including Student Assessment (SA) and Territory-wide System Assessment (TSA). In response to the community's concerns, the Coordinating Committee on Basic Competency Assessment and Assessment Literacy (the Committee) was tasked to conduct a comprehensive review on the arrangement of TSA. Taking into account the recommendations of the Committee, the 2016 Tryout Study (Primary 3) (2016 Tryout Study) was implemented in 2016. In 2017, with a view to expanding the scope of study, the Basic Competency Assessment Research Study (Research Study) is being implemented. The initiatives have been carried out under the Basic Competency Assessment project. 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 SA and TSA and related study under the project in the last two contract periods is set out below:

Contract period	Expenditure (\$ million)		Total Expenditure (\$ million)	Average expenditure per year (\$ million)
	SA	TSA and related study under the project		
2011-2014	99	220	319	80
2015-2018	3*	290	293	73

* SA has been upgraded to Student Assessment Repository (STAR) platform since January 2017. The expenditure for STAR has been subsumed under the overall expenditure of the EDB.

(b) The number of primary and secondary schools which participated in SA/STAR, their percentage share in the respective school types and the number of login records in SA/STAR from 2012/13 to 2016/17 school years are listed in the following tables:

School Year	2012/13	2013/14	2014/15	2015/16	2016/17	
					SA (Sep – Dec 2016)	STAR* (Jan – Feb 2017)
No. of primary schools using SA	208	222	167	105	27	125
Percentage of primary schools using SA	40%	46%	32%	20%	5%	25%
No. of login records by primary school students	455 292	392 600	398 661	242 894	31 116	20 586

School Year	2012/13	2013/14	2014/15	2015/16	2016/17	
					SA (Sep – Dec 2016)	STAR* (Jan – Feb 2017)
No. of secondary schools using SA	92	137	67	44	12	39
Percentage of secondary schools using SA	20%	34%	15%	10%	3%	9%
No. of login records by secondary school students	75 845	101 866	78 258	74 635	7 599	3 573

* SA has been upgraded to Student Assessment Repository (STAR) platform since January 2017.

(c) The numbers of primary and secondary 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 are listed in the table below:

	School Year				
	2011/12	2012/13	2013/14	2014/15	2015/16
Primary 3					
Total number of students participated in TSA	47 094	46 343	47 776	50 448	5 156
Students with SEN* (percentage share %)	8.9%	9.2%	10.4%	9.8%	7.6%
NCS* students participated in the Chinese assessment (percentage share %)	2.0%	2.0%	2.1%	2.8%	4.5%
Expenditure involved#	\$86,000	\$88,000	\$78,000	\$53,000	\$11,000
Primary 6					
Total number of students participated in TSA	5 694	52 510	4 012	47 317	1 952
Students with SEN* (percentage share %)	6.4%	7.2 %	8.2%	8.2%	7.9%
NCS* students participated in the Chinese assessment (percentage share %)	1.4%	1.6%	2.3%	2.8%	4.9%
Expenditure involved#	\$7,000	\$78,000	\$5,000	\$44,000	\$4,000
Secondary 3					
Total number of students participated in TSA	71 006	65 344	59 725	59 776	55 278
Students with SEN* (percentage share %)	2.6%	3.4%	4.0%	4.5%	5.3%
NCS* students participated in the Chinese assessment (percentage share %)	0.5%	0.6%	0.7%	2.3%	2.4%
Expenditure involved#	\$37,000	\$45,000	\$37,000	\$34,000	\$75,000
Total expenditure for three levels	\$130,000	\$211,000	\$120,000	\$131,000	\$90,000

* These students with SEN and NCS students were all provided with facilitation measures according to their needs as requested by schools.

Breakdown of expenditure is a pro rata calculation according to the number of students.

(d) Fifty-six primary schools participated in the 2016 Tryout Study (Primary 3), which are of different school types (i.e. government, aided, Direct Subsidy Scheme and private). Their percentage share in all primary schools in the territory is 11%, 68%, 14% and 7% respectively. The cost incurred was subsumed under the overall expenditure of the EDB.

(e) Curriculum, learning, teaching and assessment are intertwined. The EDB does not provide support services merely due to school's participation in TSA.

(f) The details for the meetings of the Coordinating Committee on Basic Competency Assessment and Assessment Literacy (Committee) as well as the Working Group on Administration and Reporting and the Working Group on 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%
	2 Jun 2016	76%
	27 Sep 2016	86%
	22 Nov 2016	76%
	7 Dec 2016	83%
	28 Feb 2017	81%
Working Group on Administration and Reporting	5 Jan 2016	100%
	21 Jan 2016	82%
	9 Mar 2016	82%
	29 Apr 2016	82%
	6 Sep 2016	94%
	25 Oct 2016	76%
Working Group on Papers and Question Design	23 Dec 2015	81%
	6 Jan 2016	79%
	25 Jan 2016	83%
	25 Feb 2016	69%
	16 May 2016	67%
	12 Sep 2016	100%
	17 Nov 2016	71%

(g) 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 EDB 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. Following up Audit Commission's recommendation on the single tender approach for implementing the SA programme, we have conducted an open quotation exercise for the provision of service on converting SA items to web-based format in October 2015. Open quotation approach has been adopted in procuring similar services in the financial year of 2016-17.

(h) In weighing the proposed merger of the Primary 6 TSA and Pre S1 Hong Kong Attainment Test (Pre S1 HKAT), we have to take into consideration the objectives, essence, contents and operation of the two assessments. First, unlike the TSA which provides information on students' attainment of Basic Competencies in the three subjects of Chinese Language, English Language and Mathematics, the Pre S1 HKAT only provides information on the relative strengths and weaknesses of students in these three subjects to facilitate secondary schools to plan in advance the learning and teaching of their Secondary1 students. A large number of Primary 6 students participate in the Secondary School Places Allocation (SSPA) System each year. While stakeholders in general consider overreliance on academic performance at the stage of basic education (including having a high-stakes examination) for the purpose of admission to secondary schools and hence possible distortion of the primary school curriculum should be avoided, they appreciate that a mechanism is required to differentiate the performance of Primary 6 students to determine the order of allocation when the number of students choosing a school exceeds the Secondary 1 places of the school. Having balanced the views of various stakeholders, we have adopted the Pre S1 HKAT which seeks to differentiate students' performance in schools. Besides, the Pre S1 HKAT is conducted in a secure manner

to scale the internal assessment results of the following cohort of Primary 6 students progressing to Secondary1 with a view to minimising incentive for drilling.

When the Working Group on Review of Primary 6 Assessment Arrangements explored the feasibility of different modes of operation for the TSA from 2010 to 2011, it pointed out that if the different objectives of the TSA and Pre S1 HKAT were to be attained, the assessment upon the proposed merger, as compared with the existing Pre S1 HKAT, would have a much larger quantity of assessment items with more complicated contents. In addition, more rigorous pre-tests and careful calibrations, etc. would be required, which would involve a longer period. As such, the proposed merger would fail to alleviate the pressure arising from the TSA of some primary students. Worse still, it might affect the stability of the SSPA System.

- End -

CONTROLLING OFFICER'S REPLY

EDB086

(Question Serial No. 0246)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education

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

Director of Bureau: Secretary for Education

Question:

Please give a breakdown, for each of the 18 districts in Hong Kong from the 2014/15 to 2016/17 school years, of the numbers of Primary 1 to Primary 6 classes in government schools, aided schools, Direct Subsidy Scheme schools, private schools, English Schools Foundation schools and international schools.

Asked by: Hon IP Kin-yuen (Member Question No. 7)

Reply:

The numbers of operating classes in primary schools by district, by grade and by sector from the 2014/15 to 2016/17 school years are detailed at Appendix 1.

Table 1(a): Number of Operating Classes in Primary Schools by District, by Grade and by Sector, 2014/15 School Year

District	Grade	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	P1	4	46	0	16	7	73
	P2	4	47	0	16	7	74
	P3	4	40	0	15	12	71
	P4	4	41	0	12	11	68
	P5	4	40	0	11	11	66
	P6	4	41	0	10	9	64
	All Grades	24	255	0	80	57	416
Wan Chai	P1	13	40	0	20	12	85
	P2	13	40	0	18	14	85
	P3	12	37	0	15	14	78
	P4	12	38	0	15	14	79
	P5	12	38	0	15	6	71
	P6	13	37	0	16	6	72
	All Grades	75	230	0	99	66	470
Eastern	P1	18	88	7	7	35	155
	P2	18	86	7	7	21	139
	P3	16	80	7	5	21	129
	P4	15	75	6	4	21	121
	P5	15	78	6	4	26	129
	P6	15	77	6	4	26	128
	All Grades	97	484	39	32	150	802
Southern	P1	5	30	8	20	47	110
	P2	5	31	8	20	33	97
	P3	5	28	8	20	29	90
	P4	5	29	8	18	29	89
	P5	5	27	8	18	28	86
	P6	6	30	8	11	28	83
	All Grades	31	175	48	107	194	555
Yau Tsim Mong	P1	11	70	9	4	0	94
	P2	11	66	9	4	0	90
	P3	9	63	10	4	0	86
	P4	8	60	5	4	0	77
	P5	8	58	5	3	0	74
	P6	8	58	5	3	0	74
	All Grades	55	375	43	22	0	495

Appendix 1(a) (Cont'd.)

District	Grade	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Sham Shui Po	P1	14	73	10	30	0	127
	P2	13	72	10	33	0	128
	P3	12	67	9	26	0	114
	P4	9	66	9	26	0	110
	P5	11	66	9	27	0	113
	P6	12	64	9	19	0	104
	All Grades	71	408	56	161	0	696
Kowloon City	P1	18	101	9	42	33	203
	P2	18	97	9	44	29	197
	P3	18	92	9	42	27	188
	P4	18	89	9	41	30	187
	P5	18	87	9	35	26	175
	P6	18	89	8	33	26	174
	All Grades	108	555	53	237	171	1 124
Wong Tai Sin	P1	4	103	0	18	0	125
	P2	4	98	0	15	0	117
	P3	4	96	0	13	0	113
	P4	3	91	0	11	0	105
	P5	3	89	0	12	0	104
	P6	2	91	0	11	0	104
	All Grades	20	568	0	80	0	668
Kwun Tong	P1	9	133	5	3	7	157
	P2	9	139	5	3	7	163
	P3	9	135	5	3	6	158
	P4	9	133	4	3	5	154
	P5	9	134	4	3	5	155
	P6	9	137	3	3	4	156
	All Grades	54	811	26	18	34	943
Sai Kung	P1	5	86	15	1	6	113
	P2	4	79	15	1	6	105
	P3	4	74	15	1	6	100
	P4	4	72	18	1	6	101
	P5	3	72	19	1	6	101
	P6	4	75	13	1	6	99
	All Grades	24	458	95	6	36	619

Appendix 1(a) (Cont'd.)

District	Grade	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Sha Tin	P1	5	160	10	12	5	192
	P2	5	149	10	12	5	181
	P3	5	137	9	11	5	167
	P4	5	132	9	10	5	161
	P5	4	127	9	11	5	156
	P6	5	127	9	10	5	156
	All Grades	29	832	56	66	30	1 013
Tai Po	P1	5	72	0	0	9	86
	P2	8	78	0	0	7	93
	P3	6	74	0	0	7	87
	P4	3	65	0	0	8	76
	P5	2	63	0	0	7	72
	P6	2	64	0	0	7	73
	All Grades	26	416	0	0	45	487
North	P1	3	112	0	0	0	115
	P2	4	107	0	0	0	111
	P3	8	102	0	0	0	110
	P4	7	98	0	0	0	105
	P5	5	96	0	0	0	101
	P6	4	96	0	0	0	100
	All Grades	31	611	0	0	0	642
Yuen Long	P1	15	192	9	2	1	219
	P2	14	173	9	2	1	199
	P3	15	157	9	2	1	184
	P4	16	145	9	2	1	173
	P5	15	144	8	2	1	170
	P6	15	148	6	2	1	172
	All Grades	90	959	50	12	6	1 117
Tuen Mun	P1	4	155	4	1	4	168
	P2	4	142	4	1	3	154
	P3	4	128	4	1	4	141
	P4	4	114	4	1	3	126
	P5	4	110	5	1	3	123
	P6	4	109	5	1	4	123
	All Grades	24	758	26	6	21	835

District	Grade	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Tsuen Wan	P1	10	66	0	1	0	77
	P2	10	66	0	2	0	78
	P3	10	63	0	2	0	75
	P4	10	64	0	2	0	76
	P5	10	63	0	2	0	75
	P6	10	63	0	1	0	74
	All Grades	60	385	0	10	0	455
Kwai Tsing	P1	0	114	3	0	11	128
	P2	0	114	3	0	5	122
	P3	0	111	3	0	4	118
	P4	0	108	3	0	0	111
	P5	0	107	3	0	0	110
	P6	0	110	3	0	0	113
	All Grades	0	664	18	0	20	702
Islands	P1	0	38	0	7	8	53
	P2	0	36	0	7	6	49
	P3	0	35	0	7	6	48
	P4	0	37	0	5	6	48
	P5	0	38	0	4	6	48
	P6	0	40	0	3	6	49
	All Grades	0	224	0	33	38	295
All Districts	P1	143	1 679	89	184	185	2 280
	P2	144	1 620	89	185	144	2 182
	P3	141	1 519	88	167	142	2 057
	P4	132	1 457	84	155	139	1 967
	P5	128	1 437	85	149	130	1 929
	P6	131	1 456	75	128	128	1 918
	All Grades	819	9 168	510	969	868	12 334

- Notes:
- (1) Figures do not include special schools. International schools include English Schools Foundation schools.
 - (2) Figures refer to the position as at September 2014.
 - (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.

Table 1(b): Number of Operating Classes 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	4	47	0	15	8	74
	P2	4	46	0	15	7	72
	P3	4	47	0	15	7	73
	P4	4	40	0	15	8	67
	P5	4	41	0	12	5	62
	P6	4	40	0	12	7	63
	All Grades	24	261	0	84	42	411
Wan Chai	P1	13	41	0	21	12	87
	P2	13	40	0	19	13	85
	P3	13	40	0	18	17	88
	P4	12	37	0	15	17	81
	P5	12	38	0	15	10	75
	P6	12	38	0	15	8	73
	All Grades	75	234	0	103	77	489
Eastern	P1	18	85	7	6	35	151
	P2	18	86	7	7	22	140
	P3	18	86	7	7	22	140
	P4	16	80	7	4	21	128
	P5	15	75	6	4	28	128
	P6	15	78	6	5	27	131
	All Grades	100	490	40	33	155	818
Southern	P1	5	31	8	20	47	111
	P2	5	30	8	20	34	97
	P3	5	31	8	20	29	93
	P4	5	28	8	20	29	90
	P5	5	29	8	18	30	90
	P6	5	27	8	12	29	81
	All Grades	30	176	48	110	198	562
Yau Tsim Mong	P1	10	68	9	4	0	91
	P2	11	70	9	4	0	94
	P3	11	66	9	4	0	90
	P4	9	63	5	4	0	81
	P5	8	60	5	4	0	77
	P6	8	58	5	3	0	74
	All Grades	57	385	42	23	0	507

Appendix 1(b) (Cont'd.)

District	Grade	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Sham Shui Po	P1	14	71	10	31	0	126
	P2	14	73	10	31	0	128
	P3	13	72	9	32	0	126
	P4	12	68	9	26	0	115
	P5	10	66	9	26	0	111
	P6	11	66	9	21	0	107
	All Grades	74	416	56	167	0	713
Kowloon City	P1	18	99	9	42	31	199
	P2	18	101	9	43	28	199
	P3	18	95	9	45	28	195
	P4	18	92	9	43	29	191
	P5	18	90	9	40	28	185
	P6	18	87	9	35	25	174
	All Grades	108	564	54	248	169	1 143
Wong Tai Sin	P1	4	108	0	15	0	127
	P2	4	102	0	17	0	123
	P3	4	98	0	15	0	117
	P4	4	96	0	13	0	113
	P5	3	91	0	11	0	105
	P6	3	89	0	12	0	104
	All Grades	22	584	0	83	0	689
Kwun Tong	P1	9	136	5	3	7	160
	P2	9	133	5	3	7	157
	P3	9	140	5	3	7	164
	P4	9	136	5	3	6	159
	P5	9	136	4	3	6	158
	P6	9	134	4	3	5	155
	All Grades	54	815	28	18	38	953
Sai Kung	P1	5	85	15	1	6	112
	P2	5	85	15	1	6	112
	P3	4	79	15	1	6	105
	P4	4	74	20	1	6	105
	P5	4	72	12	1	6	95
	P6	3	72	19	1	6	101
	All Grades	25	467	96	6	36	630

District	Grade	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Sha Tin	P1	5	160	10	12	5	192
	P2	5	161	10	12	5	193
	P3	5	151	10	12	5	183
	P4	5	139	9	11	5	169
	P5	5	132	9	10	5	161
	P6	4	127	9	11	5	156
	All Grades	29	870	57	68	30	1 054
Tai Po	P1	5	71	0	0	8	84
	P2	5	73	0	0	7	85
	P3	8	78	0	0	7	93
	P4	6	75	0	0	7	88
	P5	3	65	0	0	7	75
	P6	2	62	0	0	6	70
	All Grades	29	424	0	0	42	495
North	P1	4	110	0	0	0	114
	P2	3	112	0	0	0	115
	P3	4	107	0	0	0	111
	P4	8	102	0	0	0	110
	P5	7	98	0	0	0	105
	P6	5	96	0	0	0	101
	All Grades	31	625	0	0	0	656
Yuen Long	P1	15	184	8	2	1	210
	P2	15	187	9	2	1	214
	P3	14	173	9	2	1	199
	P4	15	160	9	2	1	187
	P5	16	147	9	2	1	175
	P6	15	145	8	2	1	171
	All Grades	90	996	52	12	6	1 156
Tuen Mun	P1	4	152	4	1	3	164
	P2	4	154	4	1	4	167
	P3	4	145	4	1	3	157
	P4	4	127	4	1	4	140
	P5	4	116	4	1	3	128
	P6	4	110	4	2	4	124
	All Grades	24	804	24	7	21	880

District	Grade	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Tsuen Wan	P1	10	67	0	1	0	78
	P2	10	66	0	1	0	77
	P3	10	66	0	1	0	77
	P4	10	64	0	1	0	75
	P5	10	65	0	1	0	76
	P6	10	63	0	1	0	74
	All Grades	60	391	0	6	0	457
Kwai Tsing	P1	0	116	3	0	9	128
	P2	0	114	3	0	6	123
	P3	0	114	3	0	5	122
	P4	0	111	3	0	0	114
	P5	0	108	3	0	0	111
	P6	0	107	3	0	0	110
	All Grades	0	670	18	0	20	708
Islands	P1	0	39	0	8	7	54
	P2	0	37	0	7	6	50
	P3	0	36	0	7	6	49
	P4	0	35	0	7	6	48
	P5	0	37	0	6	6	49
	P6	0	38	0	3	6	47
	All Grades	0	222	0	38	37	297
All Districts	P1	143	1 670	88	182	179	2 262
	P2	143	1 670	89	183	146	2 231
	P3	144	1 624	88	183	143	2 182
	P4	141	1 527	88	166	139	2 061
	P5	133	1 466	78	154	135	1 966
	P6	128	1 437	84	138	129	1 916
	All Grades	832	9 394	515	1 006	871	12 618

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.

Table 1(c): Number of Operating Classes in Primary Schools by District, by Grade and by Sector, 2016/17 School Year

District	Grade	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	P1	4	49	0	16	9	78
	P2	4	47	0	14	13	78
	P3	4	46	0	15	11	76
	P4	4	47	0	15	9	75
	P5	4	40	0	14	9	67
	P6	4	41	0	12	9	66
	All Grades	24	270	0	86	60	440
Wan Chai	P1	15	38	0	20	12	85
	P2	17	37	0	19	13	86
	P3	17	36	0	19	13	85
	P4	17	36	0	17	14	84
	P5	15	33	0	15	6	69
	P6	15	34	0	15	6	70
	All Grades	96	214	0	105	64	479
Eastern	P1	14	91	7	6	32	150
	P2	14	88	7	5	20	134
	P3	14	89	7	8	20	138
	P4	14	88	7	6	19	134
	P5	13	84	7	4	26	134
	P6	12	79	6	5	27	129
	All Grades	81	519	41	34	144	819
Southern	P1	5	30	9	20	49	113
	P2	5	31	8	20	31	95
	P3	5	30	8	20	31	94
	P4	5	31	8	20	31	95
	P5	5	28	8	20	32	93
	P6	5	29	8	12	30	84
	All Grades	30	179	49	112	204	574
Yau Tsim Mong	P1	10	71	9	4	0	94
	P2	10	68	9	4	0	91
	P3	11	70	9	4	0	94
	P4	11	66	5	4	0	86
	P5	9	63	5	4	0	81
	P6	8	60	5	4	0	77
	All Grades	59	398	42	24	0	523

Appendix 1(c) (Cont'd.)

District	Grade	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Sham Shui Po	P1	13	71	9	30	0	123
	P2	14	71	9	30	0	124
	P3	14	74	9	32	0	129
	P4	13	73	9	31	0	126
	P5	13	68	9	26	0	116
	P6	10	66	9	19	0	104
	All Grades	77	423	54	168	0	722
Kowloon City	P1	18	103	9	43	33	206
	P2	18	107	9	41	28	203
	P3	18	111	9	42	27	207
	P4	18	105	9	45	31	208
	P5	18	103	9	42	29	201
	P6	18	97	9	40	27	191
	All Grades	108	626	54	253	175	1 216
Wong Tai Sin	P1	4	100	0	15	0	119
	P2	4	98	0	15	0	117
	P3	4	90	0	16	0	110
	P4	4	88	0	15	0	107
	P5	4	88	0	12	0	104
	P6	3	84	0	11	0	98
	All Grades	23	548	0	84	0	655
Kwun Tong	P1	9	133	5	3	7	157
	P2	9	136	5	3	7	160
	P3	9	134	5	3	7	158
	P4	9	143	5	3	7	167
	P5	9	139	5	3	7	163
	P6	9	136	4	3	6	158
	All Grades	54	821	29	18	41	963
Sai Kung	P1	5	87	15	3	6	116
	P2	5	85	15	2	6	113
	P3	5	85	16	2	6	114
	P4	4	79	19	2	6	110
	P5	4	74	14	1	6	99
	P6	4	71	18	1	6	100
	All Grades	27	481	97	11	36	652

District	Grade	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Sha Tin	P1	4	161	10	12	5	192
	P2	5	160	10	12	5	192
	P3	5	161	10	12	5	193
	P4	5	151	10	11	5	182
	P5	5	141	9	11	5	171
	P6	5	132	9	11	5	162
	All Grades	29	906	58	69	30	1 092
Tai Po	P1	5	72	0	5	11	93
	P2	5	71	0	1	8	85
	P3	5	73	0	1	8	87
	P4	7	78	0	0	8	93
	P5	5	75	0	0	7	87
	P6	3	65	0	0	8	76
	All Grades	30	434	0	7	50	521
North	P1	5	105	0	0	0	110
	P2	4	110	0	0	0	114
	P3	3	112	0	0	0	115
	P4	4	108	0	0	0	112
	P5	8	102	0	0	0	110
	P6	7	98	0	0	0	105
	All Grades	31	635	0	0	0	666
Yuen Long	P1	15	183	8	7	0	213
	P2	15	181	8	2	1	207
	P3	15	188	9	2	1	215
	P4	14	176	9	2	0	201
	P5	15	161	9	2	1	188
	P6	16	148	9	2	1	176
	All Grades	90	1 037	52	17	4	1 200
Tuen Mun	P1	4	147	4	1	4	160
	P2	4	150	4	1	3	162
	P3	4	154	4	1	4	167
	P4	4	145	4	1	3	157
	P5	4	129	4	1	4	142
	P6	4	116	4	2	4	130
	All Grades	24	841	24	7	22	918

District	Grade	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Tsuen Wan	P1	10	70	0	1	0	81
	P2	10	67	0	1	0	78
	P3	10	66	0	1	0	77
	P4	10	67	0	1	0	78
	P5	10	65	0	1	0	76
	P6	10	65	0	1	0	76
	All Grades	60	400	0	6	0	466
Kwai Tsing	P1	0	119	3	0	9	131
	P2	0	116	3	0	5	124
	P3	0	114	3	0	6	123
	P4	0	114	3	0	0	117
	P5	0	111	3	0	0	114
	P6	0	108	3	0	0	111
	All Grades	0	682	18	0	20	720
Islands	P1	0	43	0	9	7	59
	P2	0	38	0	9	6	53
	P3	0	36	0	8	6	50
	P4	0	36	0	6	6	48
	P5	0	35	0	7	6	48
	P6	0	37	0	4	6	47
	All Grades	0	225	0	43	37	305
All Districts	P1	140	1 673	88	195	184	2 280
	P2	143	1 661	87	179	146	2 216
	P3	143	1 669	89	186	145	2 232
	P4	143	1 631	88	179	139	2 180
	P5	141	1 539	82	163	138	2 063
	P6	133	1 466	84	142	135	1 960
	All Grades	843	9 639	518	1 044	887	12 931

Notes: (1) Figures do not include special schools. International schools include English Schools Foundation schools.

(2) Figures refer to the position as at September 2016.

(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.

- End -

CONTROLLING OFFICER'S REPLY

EDB087

(Question Serial No. 0247)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not specified
Programme: (2) Pre-primary Education
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 2012/13 to 2016/17 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;
- (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; and
- (d) the estimated expenditure of the Non-profit-making Kindergartens Rent Reimbursement Scheme in the 2017/18 school year, given the imminent launch of the Free Quality Kindergarten Education Scheme.

Asked by: Hon IP Kin-yuen (Member Question No. 8)

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 2012/13 to 2016/17 school years are tabulated below:

School year	2012/13	2013/14	2014/15	2015/16	2016/17*
No. of local KGs	861	869	874	872	876
No. of KGs joining PEVS	735	724	724	732	745
No. of applications	7	8	7	5	1#
Percentage share among local KGs	0.8%	0.9%	0.8%	0.6%	0.1%
Percentage share among KGs joining PEVS	1.0%	1.1%	1.0%	0.7%	0.1%
No. of approval granted	0	2	3	3	0
Percentage share among local KGs	Not applicable	0.2%	0.3%	0.3%	Not applicable
Percentage share among KGs joining PEVS	Not applicable	0.3%	0.4%	0.4%	Not applicable

* Position as of February 2017.

The application is still under processing.

- (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 2012-13, 2013-14, 2014-15 and 2015-16 are tabulated below. The information for 2016-17 is not yet available.

Financial Year	No. of KGs in receipt of rent reimbursement		Total amount of rent reimbursed	
	Full	50%	Full	50%
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
2015-16	385	3	\$200,392,505	\$616,038

- (c) The respective highest, lowest, median and average rent subsidy provided to KGs in receipt of full and 50% reimbursement of rent in 2012-13, 2013-14, 2014-15 and 2015-16 are tabulated below. The information for 2016-17 is not yet available.

Financial Year	Rent Reimbursement							
	Highest Rent		Lowest Rent		Median Rent		Average Rent	
	Full	50%	Full	50%	Full	50%	Full	50%
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
2015-16	\$4,606,000	\$261,750	\$37,476	\$144,720	\$432,000	\$209,568	\$520,500	\$205,346

- (d) The estimated expenditure on rental subsidy for NPM KGs in 2017-18 is \$314 million.

- End -

CONTROLLING OFFICER'S REPLY

EDB088

(Question Serial No. 0248)

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

For 2013/14 to 2016/17 school years, please tabulate the following information:

- (a) the numbers of qualified in-service kindergarten teachers, and the numbers of principals and teachers among them;
- (b) the respective number 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;
- (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 a breakdown of the total numbers 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;
- (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; and
- (i) if the above data is not available, what are the reasons? Is there any plan to collect such data?

Asked by: Hon IP Kin-yuen (Member Question No. 9)

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 2013/14 to 2016/17 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)
2013/14	872	10 179	11 051
2014/15	868	10 727	11 595
2015/16	873	11 095	11 968
2016/17	881	11 445	12 326

- (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 2013/14 to 2016/17 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
2013/14	2 165	3 031	5 855
2014/15	2 290	3 319	5 986
2015/16	2 396	3 598	5 974
2016/17	2 506	3 743	6 077

- (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 2013/14 to 2016/17 school years is tabulated below:

School Year	Number of qualified KG teachers	
	PEVS KGs	Non-PEVS KGs
2013/14	9 105	1 946
2014/15	9 546	2 049
2015/16	9 970	1 998
2016/17	10 417	1 909

- (d) The respective number and percentage of serving KG teachers holding a Certificate in Early Childhood Education (C(ECE)) qualification in local KGs from the 2013/14 to 2016/17 school years is tabulated below:

School Year	Number of serving KG teachers (%) holding C(ECE) in local KGs
2013/14	10 171 (87.6%)
2014/15	10 923 (90.4%)
2015/16	11 377 (91.2%)
2016/17	11 819 (92.7%)

The number and percentage of serving KG teachers pursuing C(ECE) programmes in local KGs from the 2013/14 to 2016/17 school years is tabulated below:

School Year	Number of serving KG teachers (%) pursuing C(ECE)
2013/14	1 072 (9.2%)
2014/15	988 (8.2%)
2015/16	643 (5.2%)
2016/17	583 (4.6%)

- (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 2013/14 to 2016/17 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	
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	628 (85.3%)	90 (65.2%)	718 (82.2%)	7 (1.0%)	1 (0.7%)	8 (0.9%)	726 (83.1%)
2016/17	642 (85.9%)	86 (64.2%)	728 (82.6%)	4 (0.5%)	1 (0.7%)	5 (0.6%)	733 (83.2%)

- (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 2013/14 to 2016/17 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)
2013/14	6 311 (1.6%)	3 860 (21.2%)
2014/15	6 543 (3.7%)	4 380 (13.5%)
2015/16	6 430 (-1.7%)	4 947 (12.9%)
2016/17	6 339 (-1.4%)	5 480 (10.8%)

* 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 2013/14 to 2016/17 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
2013/14	136 (6.5%)	263 (8.2%)	491 (8.5%)
2014/15	161 (7.3%)	280 (8.6%)	627 (10.2%)
2015/16	157 (6.8%)	328 (9.2%)	554 (8.9%)
2016/17	232 (9.6%)	416 (10.8%)	663 (10.7%)

(ii) Age distribution of drop-out teachers in local KGs

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	388	298	179	140	34	1 039

2016/17 school year						
Age group	Below 30	30 – 39	40 – 49	50 – 59	60 or above	Total
No. of wastage	480	362	250	170	49	1 311

(iii) Average years of service of drop-out teachers in local KGs

School year	Average years of service
2013/14	11.3
2014/15	12.0
2015/16	11.0
2016/17	11.6

(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)
2013/14	407 (45.7%)	183 (20.6%)
2014/15	464 (43.4%)	225 (21.1%)
2015/16	508 (48.9%)	251 (24.2%)
2016/17	599 (45.7%)	368 (28.1%)

“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.

- (i) EDB conducts an annual questionnaire survey to collect information, among others, on the type of teacher training qualification in ECE held by KG teachers in September of each school year. The data requested at (a) to (h) is provided above. As holding a MEd(ECE) or equivalent qualification is currently not a policy requirement for the appointment of KG principals/teachers, this information has not been collected, and there is no plan to collect such information at this stage.

Note: Figures for the 2016/17 school year are provisional.

- End -

CONTROLLING OFFICER'S REPLY

EDB089

(Question Serial No. 0249)

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

Regarding the 2015/16 and 2016/17 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 \$17,685 (i.e. salary point 7) or above and whose salary is below \$17,685, 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 \$26,700 (i.e. salary point 14) or above and whose salary is below \$26,700, 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, whether the Bureau will 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 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 2013/14 to 2016/17 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. 10)

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 \$17,685 or above and those below \$17,685 in the 2015/16 and 2016/17 school years are tabulated below:

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
\$17,685 or above	1 714	83.7%
Below \$17,685	335	16.3%
Total	2 049	100%

2016/17 school year

Monthly salary level	No. of teachers in WD KGs under PEVS	Percentage (%) share of the total no. of teachers in WD KGs
\$17,685 or above	2 046	95.1%
Below \$17,685	106	4.9%
Total	2 152	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 2015/16 and 2016/17 school years are tabulated below:

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

2016/17 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	\$23,640	\$24,324	\$21,314
Median salary	\$22,430	\$22,900	\$20,060
Highest salary	\$70,688	\$41,318	\$92,531
Lowest salary	\$9,023	\$10,766	\$8,465

- (c) & (d)

- (i) The respective number and percentage of principals serving in WD KGs under PEVS whose salary is \$26,700 or above and those below \$26,700 in the 2015/16 and 2016/17 school years are tabulated below:

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
\$26,700 or above	225	98.7%
Below \$26,700	3	1.3%
Total	228	100%

2016/17 school year

Monthly salary level	No. of principals in WD KGs under PEVS	Percentage (%) share of the total no. of principals in WD KGs
\$26,700 or above	213	100%
Below \$26,700	0	0%
Total	213	100%

- (ii) The respective average salary, median salary, highest salary and lowest salary of principals in WD KGs and HD KGs under PEVS in the 2015/16 and 2016/17 school years are tabulated below:

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	\$37,131	\$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

2016/17 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	\$41,275	\$39,804	\$39,613
Median salary	\$41,215	\$39,350	\$39,350
Highest salary	\$62,235	\$65,150	\$115,000
Lowest salary	\$21,263	\$28,040	\$11,600

- (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 2015/16 and 2016/17 school years are tabulated below:

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	\$23,941	\$21,409	\$21,379
Median salary	\$22,280	\$19,500	\$18,000
Highest salary	\$81,237	\$35,890	\$90,738
Lowest salary	\$10,500	\$16,500	\$9,100

2016/17 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	\$25,026	\$22,977	\$22,256
Median salary	\$23,814	\$21,378	\$18,600
Highest salary	\$85,707	\$37,570	\$99,881
Lowest salary	\$8,900	\$17,000	\$9,250

- (ii) The average salary, median salary, highest salary and lowest salary for principals in local PI WD KGs and HD KGs in the 2015/16 and 2016/17 school years are tabulated below:

2015/16 school year

	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

2016/17 school year

	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	\$44,401	\$41,275	\$38,396
Median salary	\$38,000	\$41,275	\$33,500
Highest salary	\$71,207	\$43,200	\$67,870
Lowest salary	\$23,750	\$39,350	\$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 2013/14 to 2016/17 school years are as follows:

School Year	2013/14	2014/15	2015/16	2016/17
Median salary	\$20,115	\$20,905	\$22,490	\$22,900
Year-on-year % change	5.8%	3.9%	7.6%	1.8%

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 2016/17 school year are provisional.

- End -

CONTROLLING OFFICER'S REPLY

EDB090

(Question Serial No. 0250)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (2) Pre-primary Education
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 2016/17 school years:

- (a) the amount of Government subsidies under the Pre-primary Education Voucher Scheme (PEVS) and all the expenditures on pre-primary education (e.g. fee remission, training and rent subsidies);
- (b) the number of whole-day kindergartens under the subsidy of PEVS, the number of school places provided and the number of these kindergartens providing Extended Hours Service (please list by school district and provide the total numbers);
- (c) the number of half-day kindergartens under the subsidy of PEVS and the number of school places provided (please list by school district and provide the total numbers); and
- (d) the number of kindergartens providing both whole-day and half-day services under the subsidy of PEVS and the number of school places provided (please list by school district and provide the total numbers).

Asked by: Hon IP Kin-yuen (Member Question No. 11)

Reply:

- (a) The breakdown of expenditure on pre-primary education, including Pre-primary Education Voucher Scheme (PEVS), from 2012-13 to 2016-17 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 2012/13 to 2016/17 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 2012/13 to 2016/17 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 2012/13 to 2016/17 school years is tabulated at Appendix 4.

Expenditure on pre-primary education from 2012-13 to 2016-17

	2012-13	2013-14	2014-15	2015-16	2016-17
	(\$ million)	(\$ million)	(\$ million)	(\$ million)	(\$ million)
	(Actual)	(Actual)	(Actual)	(Actual)	(Revised Estimate)
Pre-primary Education Voucher Scheme (PEVS)*	2,128.1	2,428.6	2,535.7	2,957.2	3,193.8
Kindergarten and Child Care Centre Fee Remission Scheme	395.3	465.8	539.9	529.0	580.5
Refund of rent, rates and government rent	202.5	218.8	238.0	256.3	275.2
Child Care Centre Subsidy Scheme	14.6	15.2	15.9	15.6	15.4
Principal and teacher training#	7.3	1.0	3.7	1.5	1.0

* 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 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 was a drop in the actual expenditure for 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) was required for 2012-13 and no payment was required for 2013-14. The expenditure for 2014-15 increased because we offered 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. The expenditure for 2016-17 slightly decreased because a project on thematic workshops for the 2015/16 school year has been completed. For other training programmes organised by various Sections of the Education Bureau (EDB), the relevant manpower resources and expenditure have been subsumed under the overall expenditure of EDB.

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 2012/13 to 2016/17 school years

District	2012/13			2013/14			2014/15			2015/16			2016/17		
	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	1 325	4	18	1 364	4	17	1 248	4	17	1 257	5	17	1 279	5
Wan Chai	11	966	3	11	900	3	10	845	3	10	857	4	10	864	4
Eastern	50	3 002	9	50	3 026	9	50	3 062	9	50	3 193	12	51	3 254	12
Southern	17	1 164	4	17	1 195	4	17	1 195	4	17	1 200	5	16	1 218	5
Sham Shui Po	35	2 564	7	35	2 581	7	34	2 678	7	34	2 753	11	33	2 793	11
Yau Tsim Mong	20	1 652	5	20	1 662	5	20	1 663	5	20	1 672	8	19	1 726	8
Kowloon City	30	2 746	5	30	2 715	5	30	2 763	5	29	2 813	10	29	2 844	11
Wong Tai Sin	40	2 943	6	40	3 065	6	41	3 243	6	40	3 312	12	40	3 365	12
Kwun Tong	52	3 988	10	56	4 293	10	56	4 370	10	56	4 603	17	56	4 552	17
Tsuen Wan	21	1 736	4	21	1 769	4	21	1 764	4	21	1 806	6	21	1 842	7
Tuen Mun	52	4 060	5	54	4 059	5	52	3 970	5	51	3 946	12	54	4 047	13
Yuen Long	52	4 010	5	52	4 033	5	52	4 001	5	51	3 813	11	53	3 886	11
North	34	2 277	4	32	2 124	4	30	1 896	4	28	1 778	4	29	1 845	4
Tai Po	25	2 090	6	24	1 988	6	24	1 942	6	23	1 883	7	23	1 844	7
Sha Tin	48	3 532	7	47	3 618	7	47	3 593	7	44	3 595	8	44	3 592	8
Sai Kung	38	2 493	4	37	2 675	4	37	2 772	4	37	2 804	6	37	2 841	7
Islands	17	1 019	1	19	1 249	1	19	1 269	1	19	1 321	1	19	1 330	1
Kwai Tsing	46	3 171	8	50	3 434	8	50	3 454	8	50	3 558	12	48	3 626	12
All Districts	606	44 738	97	613	45 750	97	607	45 728	97	597	46 164	151	599	46 748	155

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 2012/13 to 2016/17 school years

District	2012/13		2013/14		2014/15		2015/16		2016/17	
	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	14	3 674	14	3 629	14	3 830	16	4 120	16	4 288
Wan Chai	9	2 854	8	2 518	7	1 369	7	1 397	8	2 113
Eastern	47	8 204	44	7 610	42	7 399	44	7 813	45	7 919
Southern	11	1 803	10	1 604	10	1 648	11	1 820	11	1 885
Sham Shui Po	26	6 841	26	6 942	26	7 204	25	7 252	28	7 580
Yau Tsim Mong	15	3 540	14	3 168	14	3 213	15	3 652	14	3 831
Kowloon City	31	8 633	27	6 348	27	6 515	29	7 344	28	7 372
Wong Tai Sin	29	4 497	28	4 416	29	4 386	28	4 344	29	4 589
Kwun Tong	42	10 031	42	9 234	42	9 305	40	8 952	44	9 163
Tsuen Wan	21	4 490	19	3 885	21	4 218	22	4 509	23	4 975
Tuen Mun	39	7 860	40	8 225	39	8 887	40	9 071	42	9 046
Yuen Long	48	11 126	49	11 775	49	12 406	52	13 374	52	13 326
North	32	8 423	30	8 656	30	9 578	29	9 587	31	9 550
Tai Po	18	2 842	18	3 084	18	3 215	16	3 609	17	3 710
Sha Tin	38	7 883	36	8 180	36	8 520	36	8 945	36	9 113
Sai Kung	30	4 786	29	4 504	30	4 427	30	4 696	30	4 786
Islands	19	2 423	19	2 093	19	1 946	19	1 914	20	1 915
Kwai Tsing	43	7 842	43	7 586	41	7 579	41	7 732	41	7 511
All Districts	512	107 752	496	103 457	494	105 645	500	110 131	515	112 672

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 2012/13 to 2016/17 school years

District	2012/13		2013/14		2014/15		2015/16		2016/17	
	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	2 053	9	2 144	8	1 761	8	1 653	8	1 677
Wan Chai	5	1 548	5	1 593	4	1 034	4	1 041	4	962
Eastern	38	7 291	37	7 374	35	7 068	35	7 199	37	7 406
Southern	10	2 163	10	2 143	10	2 192	10	2 218	9	1 915
Sham Shui Po	22	6 181	22	6 259	21	5 581	20	5 632	19	5 527
Yau Tsim Mong	6	1 590	6	1 545	6	1 543	6	1 640	5	1 881
Kowloon City	17	3 755	17	3 615	17	3 682	16	3 796	15	3 656
Wong Tai Sin	25	4 521	24	4 522	25	4 607	24	4 558	24	4 553
Kwun Tong	27	6 999	30	7 544	30	7 706	30	7 979	31	7 743
Tsuen Wan	12	2 271	12	2 341	12	2 412	12	2 118	12	2 178
Tuen Mun	34	8 302	36	8 804	34	8 945	33	8 459	36	8 847
Yuen Long	35	8 685	35	9 177	35	9 756	34	9 506	36	9 922
North	25	7 244	22	6 845	20	6 818	18	6 232	19	6 028
Tai Po	17	3 606	17	3 857	17	3 944	14	3 649	15	3 795
Sha Tin	30	6 408	27	6 038	27	6 291	25	5 935	25	6 065
Sai Kung	26	4 897	25	4 769	26	4 765	26	5 024	26	5 057
Islands	14	2 688	16	2 728	16	2 598	16	2 616	16	2 594
Kwai Tsing	31	6 461	35	7 250	34	7 144	34	7 328	32	6 443
All Districts	383	86 663	385	88 548	377	87 847	365	86 583	369	86 249

Note 1: Position as at September of the school year.

Note 2: Accommodation in vacant classrooms not counted.

- End -

CONTROLLING OFFICER'S REPLY**EDB091****(Question Serial No. 0251)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

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

Director of Bureau: Secretary for Education

Question:

Please provide the following information for the 2013/14 to 2016/17 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 Kindergartens 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. \$31,400 for a half-day place and \$48,600 for a whole-day place for the 2016/17 school year), whichever is lower.

(d)

The breakdown of expenditure on pre-primary education from 2013-14 to 2016-17 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)

	2013/14 school year		2014/15 school year		2015/16 school year		2016/17 School year (Provisional)	
	HD	WD	HD	WD	HD	WD	HD	WD
(i) Number of students under PEVS	89 204	42 516	90 427	42 873	95 548	43 652	94 896	44 842
(ii) Number of students paying school fee on top of the voucher subsidy	78 454	42 456	77 979	42 841	80 462	43 583	81 907	44 809
(iii) Percentage (%) of (ii) over (i)	87.9%	99.9%	86.2%	99.9%	84.2%	99.8%	86.3%	99.9%
(iv) Average amount of school fee on top of the voucher subsidy	\$4,923	\$17,081	\$4,743	\$17,604	\$4,875	\$18,683	\$5,650	\$21,449

(b) The number of half-day kindergarten students under the PEVS

Range of annual school fee above the voucher value	2013/14 school year		2014/15 school year		2015/16 school year		2016/17 school year (Provisional)	
	No. of students	Percentage (%)	No. of students	Percentage (%)	No. of students	Percentage (%)	No. of students	Percentage (%)
Below \$100	411	0.52	576	0.74	993	1.23	167	0.20
\$100 - below \$400	624	0.80	1 665	2.13	2 784	3.46	1 544	1.89
\$400 - below \$700	916	1.17	3 647	4.68	3 684	4.58	980	1.20
\$700 - below \$1,000	861	1.10	1 494	1.92	2 139	2.66	3 441	4.20
\$1,000 – below \$1,300	4 024	5.13	4 214	5.40	2 714	3.37	2 059	2.51
\$1,300 - below \$1,600	2 788	3.55	2 294	2.94	3 988	4.96	1 899	2.32
\$1,600 or above	68 830	87.73	64 089	82.19	64 160	79.74	71 817	87.68

(c) The number of whole-day kindergarten students under the PEVS

Range of annual school fee above the voucher value	2013/14 school year		2014/15 school year		2015/16 school year		2016/17 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	32	0.08	0	0.00	0	0.00	137	0.31
\$1,000 - below \$2,000	0	0.00	32	0.07	140	0.32	31	0.07
\$2,000 - below \$3,000	0	0.00	85	0.20	125	0.29	0	0.00
\$3,000 - below \$4,000	0	0.00	234	0.55	168	0.39	121	0.26
\$4,000 or above	42 424	99.92	42 490	99.18	43 150	99.00	44 520	99.36

The breakdown of expenditure on pre-primary education from 2013-14 to 2016-17 are as follows:

	2013-14	2014-15	2015-16	2016-17
	(\$ million)	(\$ million)	(\$ million)	(\$ million)
	(Actual)	(Actual)	(Actual)	(Revised Estimate)
Pre-primary Education Voucher Scheme (PEVS)*	2,428.6	2,535.7	2,957.2	3,193.8
Kindergarten and Child Care Centre Fee Remission Scheme	465.8	539.9	529.0	580.5
Refund of rent, rates and government rent	218.8	238.0	256.3	275.2
Child Care Centre Subsidy Scheme	15.2	15.9	15.6	15.4
Principal and teacher training#	1.0	3.7	1.5	1.0

* Including the one-off school development grant for PEVS KGs in the 2013/14 school year.

The expenditure for 2014-15 increased because we offered 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

EDB092

(Question Serial No. 0252)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (2) Pre-primary Education
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 2016/17 school years:

- (a) The total number of school-age children attending kindergartens (KGs) and the percentage;
- (b) A breakdown for each of the 18 districts in Hong Kong of the number of K1 students attending KGs in the respective district in each school year;
- (c) 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;
- (d) 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) and NPM KGs not joining the PEVS;
- (e) The number of local PI KGs not joining the PEVS and the number of teachers and students in these KGs;
- (f) 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;
- (g) 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;
- (h) 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;
- (i) The respective numbers and percentages of whole-day and half-day kindergarten students receiving subsidies under the PEVS;
- (j) The number of KGs withdrawn from the PEVS from the 2013/14 to 2016/17 school years, and their increase/decrease in percentage when compared with the previous year; and
- (k) Has the Education Bureau (EDB) collected rental-related information of all types of KGs, 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 the estimated expenditure involved?

Asked by: Hon IP Kin-yuen (Member Question No. 13)

Reply:

For the 2012/13 to 2016/17 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 K1 students attending KGs by District Council district are tabulated at Appendix 2;
- (c) 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 3;
- (d) 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 4. There was no conversion of PI KGs in the NPM operation for the purpose of admission to the PEVS during the period;
- (e) the respective number of local PI KGs not joining PEVS, and the number of teachers and students in these KGs are tabulated at Appendix 5;
- (f) 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 6;
- (g) 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 7;
- (h) 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 8;
- (i) the respective number and percentages of WD and HD KG students under the subsidy of PEVS are tabulated at Appendix 9; and
- (j) the number of KGs withdrawn from the PEVS from the 2013/14 to 2016/17 school years, and their increase/decrease in percentage when compared with the previous year are tabulated at Appendix 10.
- (k) 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 2017-18 is \$314 million.

Total number of children attending kindergartens (KGs) and
Gross enrolment ratios (GER) of participation in kindergarten education
from the 2012/13 to 2016/17 school years

School Year	2012/13	2013/14	2014/15	2015/16 (Revised)	2016/17 (Provisional)
Total number of children attending KGs (Note 1)	166 400	171 497	178 119	187 155	185 799
GER (%) (Note 2)	101.9	100.4	99.2	98.7%	101.8%

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 years old. GER for 2012/13 to 2014/15 and GER for 2015/16 to 2016/17 have been compiled using the population estimates which have incorporated the benchmarking data available from the 2011 and 2016 Population Census respectively.

Number of K1 students attending KGs by District Council district
from the 2012/13 to 2016/17 school years

District	No. of students admitted to K1 classes				
	2012/13	2013/14	2014/15	2015/16	2016/17
Central & Western	1 849	1 864	1 925	2 247	2 149
Wan Chai	2 165	2 272	2 349	2 341	2 387
Eastern	4 005	4 008	4 300	4 470	3 871
Southern	1 662	1 639	1 654	1 696	1 432
Sham Shui Po	2 637	2 875	3 162	3 260	3 138
Yau Tsim Mong	1 873	2 039	2 225	2 285	2 085
Kowloon City	7 617	7 843	8 134	8 369	7 389
Wong Tai Sin	2 185	2 316	2 489	2 652	2 322
Kwun Tong	3 702	3 632	4 128	4 294	3 722
Tsuen Wan	2 081	2 055	2 306	2 547	2 357
Tuen Mun	3 693	3 940	4 524	4 611	3 919
Yuen Long	4 923	5 474	5 779	6 070	5 118
North	3 573	3 924	4 501	4 239	3 085
Tai Po	1 856	2 223	2 276	2 425	2 136
Sha Tin	3 970	4 321	4 790	5 331	4 668
Sai Kung	2 728	2 878	3 087	3 376	3 016
Islands	1 164	1 199	1 164	1 246	1 262
Kwai Tsing	3 146	3 322	3 576	3 864	3 299

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 2012/13 to 2016/17 school years

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

Type of KGs	Number of KGs	Number of Teachers	Number of Students
Local NPM KGs	766	10 963	150 947
Local PI KGs	106	1 517	20 988
Non-local KGs	128	1 072	13 463
Total	1 000	13 552	185 398

2016/17 school year (Provisional)

Type of KGs	Number of KGs	Number of Teachers	Number of Students
Local NPM KGs	771	11 231	150 724
Local PI KGs	105	1 513	19 686
Non-local KGs	138	1 186	13 622
Total	1 014	13 930	184 032

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 2012/13 to 2016/17 school years

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

Type of KGs	Number of local KGs	Number of Teachers	Number of Students
NPM KGs joining the PEVS	732	10 211	139 127
NPM KGs not joining the PEVS	34	752	11 820
Total	766	10 963	150 947

2016/17 school year (Provisional)

Type of KGs	Number of local KGs	Number of Teachers	Number of Students
NPM KGs joining the PEVS	745	10 622	141 127
NPM KGs not joining the PEVS	26	609	9 597
Total	771	11 231	150 724

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 2012/13 to 2016/17 school years

School Year		2012/13	2013/14	2014/15	2015/16	2016/17 (Provisional)
Local PI KGs not joining the PEVS	Number of KGs	104	110	114	106	105
	Number of teachers	1 373	1 496	1 566	1 517	1 513
	Number of students	19 378	20 897	22 021	20 988	19 686

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 2012/13 to 2016/17 school years

School Year		2012/13	2013/14	2014/15	2015/16	2016/17
PI KGs converted to NPM KGs for joining the PEVS	Increase in number	0	0	0	0	0
	Decrease in number (Note)	1	4	3	1	1
	Accumulated number	106	102	99	98	97
	Change in percentage	-0.9%	-3.8%	-2.9%	-1.0%	-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 2012/13 to 2016/17 school years

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

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	4 091
No. of students in KG-cum-CCCs joining the PEVS	44 937

2016/17 school year (Provisional)

No. of KG-cum-CCCs	451
No. of KG-cum-CCCs joining the PEVS	364
No. of teachers in KG-cum-CCCs joining the PEVS	4 349
No. of students in KG-cum-CCCs joining the PEVS	46 554

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 2012/13 to 2016/17 school years

All KGs/ KG-cum-CCCs with WD classes

School Year	2012/13	2013/14	2014/15	2015/16	2016/17 (Provisional)
Number of KGs/ KG-cum-CCCs	670	676	667	649	649
Number of teachers	7 888	8 366	8 540	8 623	8 789
Number of students	44 428	46 403	46 556	47 083	47 502

KGs/KG-cum-CCCs with WD classes joining the PEVS

School Year	2012/13	2013/14	2014/15	2015/16	2016/17 (Provisional)
Number of KGs/ KG-cum-CCCs	606	613	607	597	599
Number of teachers	7 144	7 553	7 727	7 848	8 081
Number of students under PEVS & % (in brackets) to all KG students under PEVS	41 272 (31.4%)	42 516 (32.3%)	42 873 (32.2%)	43 652 (31.4%)	45 112 (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 2012/13 to 2016/17 school years

School Year	2012/13	2013/14	2014/15	2015/16	2016/17 (Provisional)
No. of WD KG students and % (in brackets) to all KG students under PEVS	41 272 (31.4%)	42 516 (32.3%)	42 873 (32.2%)	43 652 (31.4%)	45 112 (32.0%)
No. of HD KG students and % (in brackets) to all KG students under PEVS	90 166 (68.6%)	89 204 (67.7%)	90 427 (67.8%)	95 548 (68.6%)	96 015 (68.0%)

The number of KGs withdrawn from the PEVS, and
their increase/decrease in percentage when compared with the previous year
from the 2013/14 to 2016/17 school years

School Year	2013/14	2014/15	2015/16	2016/17
No. of KGs withdrawn from the PEVS	14	2	4	0
Change in percentage	0%	-86%	100%	-100%

- End -

CONTROLLING OFFICER'S REPLY

EDB093

(Question Serial No. 0253)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (2) Pre-primary Education
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 2016/17 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 2012/13 to 2016/17.

Asked by: Hon IP Kin-yuen (Member Question No. 14)

Reply:

For the 2012/13 to 2016/17 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 2012/13 to 2016/17 school years

School Year		2012/13	2013/14	2014/15	2015/16	2016/17
Weighted average school fee	WD	\$32,800	\$34,600	\$37,600	\$41,200	\$44,700
	HD	\$20,300	\$21,400	\$23,600	\$26,200	\$27,800
Median school fee	WD	\$32,600	\$34,500	\$37,700	\$41,400	\$44,700
	HD	\$20,300	\$21,500	\$23,600	\$26,000	\$27,600
Highest school fee	WD	\$50,400	\$52,500	\$60,000	\$67,500	\$69,700
	HD	\$25,200	\$26,300	\$30,000	\$33,800	\$34,900
Lowest school fee	WD	\$16,400	\$16,400	\$19,400	\$21,100	\$21,700
	HD	\$10,800	\$10,800	\$11,800	\$12,000	\$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 2012/13 to 2016/17 school years

School Year		2012/13	2013/14	2014/15	2015/16	2016/17
Weighted average school fee	WD	\$56,600	\$60,000	\$63,400	\$66,900	\$70,800
	HD	\$42,100	\$47,000	\$50,100	\$52,700	\$55,700
Median school fee	WD	\$56,500	\$57,600	\$64,800	\$69,600	\$74,400
	HD	\$40,900	\$45,400	\$49,100	\$50,100	\$54,100
Highest school fee	WD	\$99,600	\$108,000	\$111,600	\$111,600	\$125,000
	HD	\$98,500	\$98,500	\$99,000	\$98,500	\$98,500
Lowest school fee	WD	\$23,300	\$23,300	\$23,300	\$31,200	\$32,000
	HD	\$14,100	\$14,100	\$14,100	\$21,600	\$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 2012/13 to 2016/17 school years

School Year		2012/13	2013/14	2014/15	2015/16	2016/17
Weighted average school fee	WD	\$86,900	\$86,900	\$88,400	\$87,600	\$91,400
	HD	\$34,600	\$33,000	\$33,400	\$34,100	\$34,700
Median school fee	WD	\$77,000	\$71,500	\$75,900	\$80,300	\$82,000
	HD	\$33,000	\$32,900	\$33,700	\$35,300	\$35,700
Highest school fee	WD	\$139,700	\$145,300	\$154,100	\$166,500	\$177,400
	HD	\$57,300	\$61,100	\$65,100	\$53,000	\$56,000
Lowest school fee	WD	\$67,200	\$44,400	\$51,100	\$55,100	\$57,900
	HD	\$20,100	\$20,100	\$21,800	\$22,900	\$20,600

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 2012/13 to 2016/17 school years

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%

2016/17 school year	WD	HD
Number of NPM KGs under the PEVS with school fees increased	453	314
The highest rate of increase	35.0%	45.6%
The lowest rate of increase	0.00%	0.02%
The rate of increase of the weighted average fee	8.5%	6.1%

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 2012/13 to 2016/17 school years

School Year		2012/13	2013/14	2014/15	2015/16	2016/17 (Note 1)
Total amount of fee remission disbursed (\$ million)		448.2	473.3	502.1	542.5	321.9
Number of applications from students attending WD KG classes		24 117	25 381	25 259	26 960	24 628
Number of applications from students attending HD KG classes		14 409	15 024	14 188	18 442	19 569
Number of approved applications from students attending WD KG classes (%)		22 759 (94.4%)	23 317 (91.9%)	23 116 (91.5%)	23 642 (87.7%)	22 972 (93.3%)
Number of approved applications from students attending HD KG classes (%)		13 159 (91.3%)	13 382 (89.1%)	12 364 (87.1%)	14 462 (78.4%)	15 150 (77.4%)
Number of students attending WD KG classes in receipt of fee remission (%)	50% fee remission	5 753 (25.3%)	6 420 (27.5%)	6 925 (30.0%)	7 360 (31.1%)	7 335 (31.9%)
	75% fee remission	1 651 (7.3%)	1 735 (7.4%)	1 745 (7.5%)	1 880 (8.0%)	2 012 (8.8%)
	100% fee remission	15 355 (67.5%)	15 162 (65.0%)	14 446 (62.5%)	14 402 (60.9%)	13 625 (59.3%)
Number of students attending HD KG classes in receipt of fee remission (%)	50% fee remission	3 327 (25.3%)	3 872 (28.9%)	3 847 (31.1%)	4 910 (34.0%)	5 362 (35.4%)
	75% fee remission	879 (6.7%)	980 (7.3%)	854 (6.9%)	1 060 (7.3%)	1 230 (8.1%)
	100% fee remission	8 953 (68.0%)	8 530 (63.7%)	7 663 (62.0%)	8 492 (58.7%)	8 558 (56.5%)

Note 1: Figures for the 2016/17 school year are provisional figures as at end January 2017.

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CONTROLLING OFFICER'S REPLY**EDB094****(Question Serial No. 0254)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

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

Director of Bureau: Secretary for Education

Question:

Regarding the forthcoming Free Quality Kindergarten Education Scheme, please advise of the following:

- (a) According to the estimation of the Government, the above scheme will involve an additional recurrent expenditure of \$6.7 billion per year. Please specify the purpose of this \$6.7 billion, including the items to be covered, with a breakdown of expenditure.
- (b) According to the Hong Kong Planning Standards and Guidelines, the provision of whole-day/long whole-day kindergarten places shall be revised from the current ratio of 30% to 50%. What are the specific measures, implementation timetable and additional expenditure involved?
- (c) What will be the expenditure for enhancing kindergartens' support for students with diverse learning needs? Is there any plan to create the post of teacher coordinator for special educational needs or increase manpower in each needy kindergarten? If yes, what are the implementation timetable and estimated expenditure? If no, what are the reasons?
- (d) Does the Education Bureau have any plan to set a mandatory salary scale for kindergarten teachers? If yes, what are the implementation timetable and estimated expenditure? If no, what are the reasons?
- (e) For the two-year tide-over grant applicable to long-serving teachers, will the Education Bureau make plans for the arrangement after two years at the earliest possible time? If yes, what are the implementation timetable and estimated expenditure? If no, what are the reasons?
- (f) To create a career ladder for kindergarten teachers and build an all-graduate teaching force, are there plans to set aside dedicated funds to support training of kindergarten teachers and is there any timetable to upgrade their qualification to degree level across the board? If yes, what are the details and estimated expenditure? If no, what are the reasons?
- (g) Under the said scheme, since parents still have to pay tuition fees to about 20% of the half-day kindergartens and whole-day/long whole-day kindergartens, will the Education Bureau consider extending the scheme to cover all types of kindergartens so that kindergarten education is genuinely free? If yes, what is the timetable for review? If there is no plan for extension, will the Education Bureau consider deleting the word "Free" from the name of the scheme to avoid misunderstanding among the public?

Asked by: Hon IP Kin-yuen (Member Question No. 15)

Reply:

(a)

With the implementation of the Free Quality Kindergarten Education Scheme (Scheme), the Government's recurrent expenditure in pre-primary education under the new policy will be around \$6.7 billion in the 2017/18 school year which will be fully reflected in the financial year 2018-19. The estimated expenditure on pre-primary education in the financial year 2017-18 is around \$6 billion, including -

- (i) \$4,149 million being direct subsidies to kindergartens (KGs) with breakdown as follows -

	2017-18 (Estimate) (\$ million)
Basic unit subsidies under the Scheme (Note)	3,589
Premises-related subsidies, including rental subsidies, reimbursement of rates and government rent and premises maintenance grant	383
Other school-specific grants, including tide-over grant (ToG), grant for a cook and grant for support to non-Chinese speaking (NCS) students under the Scheme (Note)	177
Total	4,149

Note: It reflects the estimated expenditure for the first 8 months of the Scheme in the 2017/18 school year, i.e. from August 2017 to March 2018.

- (ii) \$1,116 million being expenditure for Pre-primary Education Voucher Scheme; and
- (iii) \$699 million being fee assistance and additional grant for school-related expenses to KG students, Child Care Center Subsidy Scheme, and other expenses.

(b)

According to the Hong Kong Planning Standards and Guidelines (HKPSG), 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 3 to under 6. To meet the increasing demand and to support working parents, we are to revise it progressively to 500 HD and 500 WD places as a long-term goal to increase the supply of WD places. We have kick started liaison with the Planning Department in the review. We would have to assess and decide how the planning standard can be implemented in a progressive manner taking into account a basket of factors including the competitive use of space for different services, demand of different types of KG services, etc. Tentatively, we expect to complete the assessment in mid-2017. Subject to the progress of the work and liaison with various government departments, we target to complete the first phase of review in 2018. The aforesaid revision to HKPSG may increase the number and size of KGs to be built and space to be allocated in different locations, and we are unable to estimate the additional expenditure to be incurred.

(c)

With the implementation of the Scheme, to enable KGs participating in the Scheme (Scheme-KGs) to enhance the support to their NCS students, a grant comparable to the salary of one teacher will be provided for Scheme-KGs admitting eight or more NCS students. With the additional resources, Scheme-KGs could provide teachers with more manpower support and professional training to develop effective strategies to help NCS students learn Chinese 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 Scheme-KGs can deploy the additional resources for appointing additional teacher(s) or teaching assistant(s) or acquiring services to enhance communication with the parents of NCS students. The estimated expenditure on the grant for support to NCS students is \$30 million in 2017-18 (Note). In tandem, teacher training and school-based support will be enhanced. All KGs, irrespective of the number of NCS students admitted, may apply to join. The estimated expenditure on specific training on support to NCS students is \$1.2 million in 2017-18 (Note). School-based professional support services 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 expenditures have been subsumed under the overall expenditure of EDB. Besides, starting from the 2016/17 school year, the Education University of Hong Kong (EdUHK) has also offered a new University Grants Committee (UGC)-funded course, namely the Bachelor of Education (Honours) (Early Childhood Education) in Leadership and NCS Children Programme.

On the support for KG students with special needs or at risk of developmental delay, the Government has been providing different services through collaborative efforts of various Government departments. The

Food and Health Bureau (FHB) and Labour and Welfare Bureau (LWB) are responsible for assessment and rehabilitation services respectively for the students in need of such services. On the part of EDB, under the free quality KG education policy, the enhancement of teacher to pupil ratio from 1:15 (including the principal) to 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 LWB's pilot scheme on On-site Pre-school Rehabilitation Services, which will be regularised after its conclusion.

In tandem, EDB will continue to work jointly with FHB to strengthen the existing training for KG teachers to facilitate early identification of KG students with developmental problems. Besides, starting from the 2016/17 school year, EdUHK has also offered a new UGC-funded course, namely the Bachelor of Education (Honours) (Early Childhood Education) in Leadership and Special Needs Programme.

EDB will also devise a teacher professional development framework to enhance their understanding of the KG students' developmental needs and to empower them to identify and cater for learner diversity, including those at risk of developmental problems. Under the framework, more structured in-service training programmes will be offered for KG teachers. 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 by KG teachers and parents to cater for the students at risk of developmental delay and deliver relevant professional training for KG teachers. The estimated expenditure on specific training on support to KG teachers in catering students with special needs or at risk of developmental delay is \$2.2 million in 2017-18 (Note). For relevant manpower resources and expenses for other training programmes and activities organised by various sections of EDB for enhancing teachers' professionalism including catering for student diversity, the relevant expenditures have been subsumed under the overall expenditure of EDB.

The above measures could effectively help KGs cater for the needs of students with special needs or at risk of developmental delay. The creation of the post of teacher coordinator for special educational needs in KGs is therefore considered not necessary.

Note: The estimated expenditure reflects the estimated expenditure for the first 8 months of the Scheme in the 2017/18 school year, i.e. from August 2017 to March 2018.

(d)

On the issue of salary scale for KG teachers, EDB considers that salary-related practices under the funding mode of aided schools could not be applied to KGs in isolation. In the aided sector, the funding mode is tied with several inter-connected components, such as EDB's annual approval for the number of operating classes which in turn determines the staff establishment, and is subject to a basket of control measures under the Government's prudent and balanced planning of school places operated through school place allocation systems. If the aided school funding mode is adopted in the KG sector, it may result in packing of classes and teacher redundancy in KGs in times of enrolment drop. Besides, KGs would become less flexible in operating HD and WD classes to meet the needs of parents.

Under the Scheme, EDB provides a salary range for each teaching position for KGs to remunerate their teachers within the range. As compared to a mandatory salary scale in which teacher salary is determined solely in accordance with seniority, it is appropriate and fit to provide KGs with salary ranges which could ensure competitiveness while at the same time allow flexibility for the KG management to decide on their staff remuneration, taking into account their qualifications, teaching experience, performance, additional duties, training received and special skills possessed, etc.. In light of the above, we have no plans to provide a mandatory salary scale for KG teachers at this stage. We will continue to listen to views of various stakeholders.

(e)

Under the Scheme, a one-off ToG will be provided for eligible KGs for two years starting from the 2017/18 school year. The ToG aims to provide additional financial support for eligible KGs, which have a large number of long-serving teachers who are receiving higher salaries, in defraying their expenses on staff salary

in the early period of implementation of the free quality KG education policy. During the period covered by the ToG, KGs should formulate their school-specific financial and staffing policy as well as management systems/practices for migration to the new policy. EDB will review the utilisation of funding in the 2018/19 school year and take follow-up actions as appropriate to ensure smooth migration of KGs to the new policy as well as achievement of the objectives of free quality KG education policy.

(f)

The professional capability of KG teachers and effective leadership of KG principals are crucial to the provision of high-quality KG education. Under the Scheme, EDB will enhance teacher training. The estimated expenditure on principals' and teachers' professional development will increase from \$1 million in 2016-17 to \$5 million in 2017-18. Besides, we will develop a continuous professional development (CPD) policy and formulate, as appropriate, a teacher competencies framework and a principal competencies framework which will set forth the skills and knowledge specifically suggested for KG teachers and principals to ultimately promote the well-being of young children. Corresponding teacher training programmes will then be organized to tie in with the implementation of the above-mentioned policy and frameworks. As a long term goal, the qualification requirement of KG teachers should be raised to degree level. In this connection, we are mindful that various teacher education institutions are currently offering Government-subsidised Certificate in Early Childhood Education [C(ECE)] programmes, the graduates of which are proven to be able to discharge their KG teaching duties effectively, and that provision of more teacher training places to achieve the goal of having an all graduate KG teaching force would require long-term planning. We will keep in view the long-term goal of having an all-graduate KG teaching force after the implementation of the new KG education policy.

(g)

The KG sector is characterised by a high level of flexibility, diversity and vibrancy. In light of the existing diverse operating modes of KGs and different development targets of individual school sponsoring bodies, it does not represent prudent use of public money for the Government to commit totally free KG education for every student or to subsidise every facet of the present and future KG education. Under the Scheme, in principle, Government subsidy should be sufficient for KGs to provide quality HD services. Notwithstanding this, individual KGs may have to charge schools fees, which are estimated to be at low level, for their HD programmes, mainly to defray expenses on rent that are not fully covered by rental subsidy. To increase the number of KGs that will not have to charge school fees to defray rental expenses, EDB will explore feasible measures to provide more Government-owned quality KG premises. As a long-term strategy, adequate space would be earmarked for KG use in new public housing estates with new demand, and we will explore the feasibility of increasing Government-owned KG premises in accordance with the established mechanisms for site search and/or premises allocation as appropriate. We will also explore the feasibility of co-location of KGs and primary schools.

As for WD and long WD (LWD) KGs, existing evidence from researches and studies precludes drawing conclusions that WD programmes are more favourable to young children than HD programmes. Studies show that family education plays a crucial and complementary role in shaping young children. A HD programme can achieve the requirements of the curriculum and would allow relatively more family time for young children to play and interact with their family in a less-structured and more relaxing setting to nurture their bonding and sense of security. Although many countries offer WD services for parents as an option, it is not a common practice internationally to provide free WD KG service for all children from three to six years of age.

Having considered the developmental needs of children and overseas practices, we are of the view that the basic tenet of the new policy is that the Government's subsidy to each eligible KG would be sufficient for it to provide quality HD services according to the standards prescribed by the Government. Notwithstanding that, to unleash the potential of the local labour force under the population policy, under the free quality KG education policy to be implemented starting from the 2017/18 school year, we will provide, on a co-payment basis with parents, an additional provision of 30% and 60% for eligible KGs offering WD and LWD services respectively. As the Government has provided additional subsidy, school fees will be at a low level. Needy families may be granted fee remission (at three subsidy levels of 100%, 75% or 50%). In view of the

foregoing, we do not have plans to further increase government subsidy for WD and LWD KG places at this stage.

- End -

CONTROLLING OFFICER'S REPLY**EDB095****(Question Serial No. 0255)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) 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 schools, please provide, by district, the following information in the past 5 years (from the 2012/13 to 2016/17 school years):

(a) the number of primary and secondary schools receiving the Learning Support Grant by using the table below:

	Primary Schools					Secondary Schools				
Provision for Learning Support Grant (\$)	2012/13	2013/14	2014/15	2015/16	2016/17	2012/13	2013/14	2014/15	2015/16	2016/17
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 using the School-based Educational Psychology Service;

(c) the total annual provision for the Enhanced Speech Therapy Grant;

(d) the respective number of primary and secondary schools receiving the basic grant and top-up grant under the Enhanced Speech Therapy Grant;

(e) the number of primary and secondary schools joining the Intensive Remedial Teaching Programme in Primary Schools and the Integrated Education Programme, the number of students benefiting from the programmes, the number of additional teachers, teaching assistants and learning support assistants hired, and the average unit cost per place;

(f) the number of secondary schools provided with additional teachers to support low academic achievers, and the number of additional teachers hired;

(g) a breakdown by district of the number of primary and secondary schools provided with the Intensive Support Grant for hardcore cases of students with special educational needs, and the total annual provision; and

(h) the total provision for the Top-up Fund for procurement of special furniture and equipment at primary and secondary schools, and the number of primary and secondary schools benefiting from the provision.

Asked by: Hon IP Kin-yuen (Member Question No. 16)

Reply:

(a) to (h)

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 2012/13 to 2016/17 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 2012/13 to 2016/17 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 2012/13 to 2016/17 school years

Provision of Learning Support Grant (\$)	Number of primary schools					Number of secondary schools				
	2012/13	2013/14	2014/15	2015/16	2016/17	2012/13	2013/14	2014/15	2015/16	2016/17
0 – 110,000	6	4	2	2	2	78	58	43	30	27
110,001 – 400,000	127	123	109	105	103	159	161	120	110	102
400,001 – 600,000	54	49	23	25	25	63	58	60	64	65
600,001 – 800,000	73	58	41	31	29	42	56	46	42	41
800,001 – 1,000,000	41	48	42	38	30	37	26	38	35	28
1,000,001 or above	Not Applicable	19	87	109	125	Not Applicable	23	76	101	119

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 are 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 2012/13 to 2016/17 school years

	2012/13	2013/14	2014/15	2015/16	2016/17
Primary schools	271	297	341	401	454
Secondary schools	259	282	308	333	391

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 2012/13 to 2016/17 school years

	2012/13	2013/14	2014/15	2015/16	2016/17
Number of schools	452	452	452	451	454
Total provision (\$ million)	48.1	51.5	54.4	57.4	59.8

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 2012/13 to 2016/17 school years

	2012/13	2013/14	2014/15	2015/16	2016/17
Number of primary schools	253	251	250	243	242
Number of additional teachers	410	403	398	388	383

B. Number of schools, additional teachers and learning support assistants of the Integrated Education (IE) Programme from the 2012/13 to 2016/17 school years

	2012/13	2013/14	2014/15	2015/16	2016/17
Number of primary schools	27	27	27	25	25
Number of additional teachers in primary schools	23	23	23	21	21
Number of learning support assistants in primary schools	21	21	23	21	20
Number of secondary schools	15	11	9	8	8
Number of additional teachers in secondary schools	14	10	9	8	8
Number of learning support assistants in secondary schools	11	10	9	8	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 2012/13 to 2016/17 school years

	2012/13	2013/14	2014/15	2015/16	2016/17
Number of schools provided with additional teachers to support low academic achievers	258	252	256	257	262
Number of additional teachers provided	620	592	577	564	555

- End -

CONTROLLING OFFICER'S REPLY**EDB096****(Question Serial No. 0256)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Special Education

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

Director of Bureau: Secretary for Education

Question:

Please provide the following information by types of special schools:

- (a) 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 (2012/13 to 2016/17 school years) and the coming year (2017/18 school year);
- (b) the establishment and details of all supporting staff (such as speech therapists) of the past 5 years (2012/13 to 2016/17 school years) and the coming year (2017/18 school year); and
- (c) the situations in which schools could not recruit supporting staff (such as speech therapist) owing to recruitment difficulties or other reasons in the past 5 years (2012/13 to 2016/17 school years).

Asked by: Hon IP Kin-yuen (Member Question No. 17)

Reply:

(a)
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 2012/13 to 2016/17 school years are set out at Appendix 1. The estimated number of classes and students in different types of special schools in the 2017/18 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 2017/18 school year at this stage.

School Type	2017/18 School Year	
	Estimated Number of Classes	Estimated Number of Students
Visual Impairment	15	120
Hearing Impairment	12	80
Physical Disability	102	900
Mild Intellectual Disability	225	3 140
Moderate Intellectual Disability	217	2 000
Severe Intellectual Disability	97	690
School for Social Development	86	550
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.

(b)

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 2012/13 to 2016/17 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 2017/18 school year at this stage.

(c)

To address the 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 could not recruit supporting 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 2012/13 to 2016/17 School Years**

School Type	2012/13 School Year					2013/14 School Year					2014/15 School Year				
	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	No. of Classes	No. of Students (as at September 2014)	Average Unit Cost per School Place	Class-to-Teacher Ratio	Teacher-to-Student Ratio
Visual Impairment	15	122	\$213,000	1 : 2.5	1 : 3.3	15	124	\$229,000	1 : 2.5	1 : 3.3	15	126	\$258,500	1 : 2.5	1 : 3.4
Hearing Impairment	17	129	\$254,000	1 : 2.3	1 : 3.3	16	111	\$262,500	1 : 2.5	1 : 3.0	15	102	\$279,000	1 : 2.3	1 : 3.0
Physical Disability	101	929	\$249,000	1 : 1.9	1 : 4.7	102	936	\$254,000	1 : 2.0	1 : 4.7	102	921	\$279,000	1 : 1.9	1 : 4.7
Mild Intellectual Disability ^{Note}	198	3 122	\$140,000	1 : 2.4	1 : 6.6	206	3 098	\$145,500	1 : 2.4	1 : 6.3	214	3 051	\$171,000	1 : 2.4	1 : 5.9
Moderate Intellectual Disability ^{Note}	193	1 786	\$216,500	1 : 2.2	1 : 4.1	196	1 822	\$218,000	1 : 2.3	1 : 4.1	200	1 865	\$239,500	1 : 2.3	1 : 4.1
Severe Intellectual Disability	103	729	\$278,000	1 : 1.8	1 : 3.9	99	704	\$281,000	1 : 1.8	1 : 3.9	100	691	\$313,000	1 : 1.8	1 : 3.8
School for Social Development	80	769	\$137,500	1 : 1.9	1 : 5.0	80	744	\$134,000	1 : 1.9	1 : 4.9	82	632	\$149,000	1 : 1.9	1 : 4.1
Hospital School	33	297	\$153,000	1 : 1.8	1 : 4.9	33	295	\$153,000	1 : 1.8	1 : 4.9	33	255	\$167,500	1 : 1.8	1 : 4.2

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 schools for children with MiID and children with MoID (i.e. 7 schools from the 2012/13 to 2015/16 school years and 5 schools in the 2016/17 school year).

**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 2012/13 to 2016/17 School Years**

School Type	2015/16 School Year					2016/17 School Year				
	No. of Classes	No. of Students (as at September 2015)	Average Unit Cost per School Place	Class-to-Teacher Ratio	Teacher-to-Student Ratio	No. of Classes	No. of Students (as at September 2016)	Average Unit Cost per School Place	Class-to-Teacher Ratio	Teacher-to-Student Ratio
Visual Impairment	15	125	\$293,000	1:2.5	1:3.3	15	123	\$320,000	1:2.5	1:3.3
Hearing Impairment	14	87	\$293,000	1:2.2	1:2.8	13	89	\$306,000	1:2.4	1:2.9
Physical Disability	102	915	\$294,000	1:1.9	1:4.6	101	883	\$314,000	1:2.0	1:4.4
Mild Intellectual Disability ^{Note}	216	3 049	\$171,500	1:2.4	1:5.8	217	3 103	\$177,000	1:2.4	1:6.0
Moderate Intellectual Disability ^{Note}	202	1 879	\$253,000	1:2.3	1:4.0	205	1 911	\$260,000	1:2.3	1:4.1
Severe Intellectual Disability	99	679	\$329,000	1:1.8	1:3.8	98	687	\$342,000	1:1.8	1:3.9
School for Social Development	83	600	\$164,000	1:1.9	1:3.8	83	553	\$181,000	1:1.9	1:3.5
Hospital School	33	369	\$178,000	1:1.8	1:6.1	33	333	\$186,000	1:1.8	1:5.5

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 schools for children with MiID and children with MoID (i.e. 7 schools from the 2012/13 to 2015/16 school years and 5 schools in the 2016/17 school year).

Establishment of Specialist Staff in Special Schools from the 2012/13 to 2016/17 School Years

School Type	2012/13 school year								2013/14 school year								2014/15 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	1.5	1.5	1.5	3.5	2.5	1	0	2	1.5	1.5	1.5	3.5
Hearing Impairment	2	-	0	3	-	-	-	-	2	-	1	3	-	-	-	-	2	-	1	3	-	-	-	-
Physical Disability	14	10	2	23	33	33	33	-	14.5	10	2	23	33.5	33.5	33.5	-	14	10	2	23	33.5	33.5	33.5	-
Mild Intellectual Disability**	42.5	13.5	5	44	-	-	-	-	41.5	13.5	5	45	-	-	-	-	41.5	13.5	5	45	-	-	-	-
Moderate Intellectual Disability**	30	17.5	6	48	-	-	-	-	30	17.5	6	48	-	-	-	-	30	17.5	6	49	-	-	-	-
Severe Intellectual Disability	10	10	0	22.5	25	25	25	-	10	10	0	22.5	24	24	24	-	10	10	1	22	24.5	24.5	24.5	-
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 schools for children with MiID and children with MoID (i.e. 7 schools from the 2012/13 to 2015/16 school years and 5 schools in the 2016/17 school year).

Specialist services for Hospital School are provided by the hospitals.

Establishment of Specialist Staff in Special Schools from the 2012/13 to 2016/17 School Years

School Type	2015/16 school year								2016/17 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	1	0	2	1.5	1.5	1.5	3.5
Hearing Impairment	1.5	-	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**	42.5	13.5	5	45	-	-	-	-	43.5	14.5	5	49	-	-	-	-
Moderate Intellectual Disability**	31	17.5	6	49	-	-	-	-	30	16.5	6	46	-	-	-	-
Severe Intellectual Disability	10	10	1	22	24	24	24	-	10	10	1	22	23.5	23.5	23.5	
School for Social Development	15	-	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 schools for children with MiID and children with MoID (i.e. 7 schools from the 2012/13 to 2015/16 school years and 5 schools in the 2016/17 school year).

Specialist services for Hospital School are provided by the hospitals.

- End -

CONTROLLING OFFICER'S REPLY**EDB097****(Question Serial No. 0258)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (7) Post-secondary, 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 2012/13 to 2016/17 academic years), please provide the following information:

- (a) 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;
- (b) 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;
- (c) 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
- (d) 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. 18)

Reply:

- (a) 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 2012/13 to 2016/17 academic years (AY) are as follows –

Award Level (Note 1)	Target Students (Note 2) (for 2016/17)	Mode of study	2012/13 AY		2013/14 AY		2014/15 AY		2015/16 AY		2016/17 AY (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	2 060	2 445	2 367	3 037	3 265	4 306	3 370	4 858	3 800	5 850
		Part-Time	681	1 391	766	1 607	1 207	2 135	1 139	2 091	1 350	2 550
Higher Diploma and Diploma	Secondary 6 leavers and in-service personnel	Full-Time	11 059	29 154	12 559	29 246	14 021	27 716	13 765	27 859	12 000	23 750
		Part-Time	2 475	8 670	2 249	8 155	1 771	7 620	1 761	7 213	1 450	7 000
Professional	In-service	Part-	5 057	5 672	3 220	3 220	3 310	3 310	2 959	2 959	4 850	4 850

Award Level (Note 1)	Target Students (Note 2) (for 2016/17)	Mode of study	2012/13 AY		2013/14 AY		2014/15 AY		2015/16 AY		2016/17 AY (Provisional)	
			New Intake	Total	New Intake	Total	New Intake	Total	New Intake	Total	New Intake	Total
Diploma and Professional Certificate	personnel	Time										
Diploma of Foundation Studies and Diploma Yi Jin	Secondary 6 leavers and in-service personnel	Full-Time	3 763	3 786	6 877	7 026	6 509	6 864	6 814	7 064	5 100	5 450
		Part-Time	40	912	89	224	342	420	296	545	400	700
Diploma of Vocational Education	Secondary 3 to 6 leavers and in-service personnel	Full-Time	4 374	6 661	3 884	6 926	4 192	6 988	3 958	6 487	3 950	6 150
		Part-Time	145	207	166	367	677	907	850	1 642	900	2 050
Certificate	Secondary 3 to 6 leavers and in-service personnel	Full-Time	1 341	1 556	1 473	2 099	1 974	2 583	1 324	1 952	1 050	1 600
		Part-Time	4 214	5 994	4 144	6 657	4 141	6 514	3 780	6 107	3 600	5 950

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.

- (b) The ratio of subvented to self-financed student places for the full-time programmes above is around 65% to 35%. The tuition fee levels of full-time programmes for the 2012/13 to 2016/17 AY are as follows –

		Average Fee Level per Annum				
		2012/13 AY	2013/14 AY	2014/15 AY	2015/16 AY	2016/17 AY (Provisional)
(a)	Subvented					
	Higher Diploma	\$28,860	\$29,890	\$31,490	\$31,560	\$31,560
	Diploma of Foundation Studies	\$19,600	\$19,600	\$20,500	\$20,500	\$20,500
	Diploma of Vocational Education (1-year Intensive)	\$19,600	\$19,600	\$20,500	\$20,500	\$20,500
	Certificate	\$9,900	\$13,500	\$13,500	\$14,500	\$14,500
(b)	Self-financed					
	Top-up Degree	\$57,200 to \$78,600	\$57,200 to \$78,600	\$61,900 to \$81,600	\$64,200 to \$87,900	\$66,000 to \$90,400
	Degree	\$74,160	\$74,800	\$77,280	\$80,800	\$84,960
	Higher Diploma	\$46,030	\$46,810	\$49,030	\$51,610	\$52,590
	Diploma Yi Jin	\$32,000	\$33,500	\$34,700	\$36,200	\$37,300

- (c) The number of new intake and total number of apprentices and trainees from the 2012/13 to 2016/17 AY are as follows –

	2012/13 AY		2013/14 AY		2014/15 AY		2015/16 AY		2016/17 AY (Provisional)	
	New Intake	Total	New Intake	Total	New Intake	Total	New Intake	Total	New Intake	Total
Aircraft	0	0	78	78	80	153	74	168	46	182
Automobile	112	312	139	346	191	434	210	460	188	554
Construction	416	1 030	444	1 190	523	1 229	469	1 077	392	1 176
Electrical	275	685	346	784	359	822	327	719	348	907
Electronics	13	57	31	67	22	74	44	73	95	162
Gas	31	33	28	36	30	49	28	47	30	57
Jewellery	2	4	0	3	0	0	0	0	0	0
Lift and Escalator	56	136	82	181	86	218	191	329	195	472
Mechanical	41	141	104	185	140	259	91	248	142	359
Medical Service	0	0	0	0	0	0	0	0	12	11
Plastics	0	1	0	1	0	0	0	0	0	0
Printing	0	0	0	0	16	16	2	8	7	13
Air Conditioning	145	352	173	402	192	427	183	368	202	496
Ship Repair	0	0	0	0	1	1	0	0	0	0
Textile Clothing	0	0	1	1	0	0	0	0	0	0
Beauty Care, Hairdressing, Elderly Care and Retail *	126	126	116	116	113	113	62	62	73	73

* Traineeship Scheme for services industry funded under Head 141 Government Secretariat: Labour and Welfare Bureau

- (d) The number of Higher Diploma (HD) graduates pursuing further studies in subvented degree programmes, and the percentage to the total number of graduates from the 2012/13 to 2014/15 AY are as follows –

Discipline	2012/13 AY		2013/14 AY		2014/15 AY	
	Subvented HD	Self-financed HD	Subvented HD	Self-financed HD	Subvented HD	Self-financed HD
Applied Science	35 (5%)	- -	77 (7%)	- -	121 (14%)	0 (0%)
Business Administration	1 (1%)	22 (1%)	1 (1%)	61 (2%)	4 (4%)	85 (4%)
Child Education and Community Services	1 (0.2%)	- -	2 (0.4%)	2 (4%)	2 (0.3%)	4 (9%)
Design	36 (3%)	10 (5%)	88 (5%)	26 (13%)	111 (7%)	6 (2%)
Engineering	136 (6%)	- -	202 (7%)	- -	221 (10%)	- -
Hotel, Service and Tourism Studies	11 (2%)	- -	13 (1%)	- -	6 (1%)	3 (1%)
Information Technology	79 (10%)	10 (2%)	118 (12%)	17 (4%)	110 (11%)	7 (5%)
Overall	299 (5%)	42 (1%)	501 (6%)	106 (2%)	575 (8%)	105 (3%)

Note: Figures in () refer to the percentage of graduates pursuing further studies in subvented degree programmes to the

total number of graduates.

The statistics of the 2015/16 AY will only be available in April 2017. Also, as the 2016/17 AY will only end in August 2017, the information about the graduates is not yet available.

- End -

CONTROLLING OFFICER'S REPLY**EDB098****(Question Serial No. 0259)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (7) Post-secondary, 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 2012/13 to 2016/17):

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, 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 number of staff on temporary/short-term contracts converted to fixed-term contracts each year, and the number of teaching staff amongst them; and

(d) the number of teaching staff on new fixed-term contracts promoted or converted to long term contracts each year since 2015, and the number of teaching staff amongst them.

Asked by: Hon IP Kin-yuen (Member Question No. 19)

Reply:

1. The full-time staffing expenses for subvented programmes incurred by the Vocational Training Council (VTC) from 2012-13 to 2016-17 are as follows –

Financial year	Staff expenses for subvented programmes (\$ million)	Government recurrent subvention towards staff expenses*	
		(\$ million)	%
2012-13	2,135	1,748	82
2013-14	2,289	1,807	79

Financial year	Staff expenses for subvented programmes (\$ million)	Government recurrent subvention towards staff expenses*	
		(\$ million)	%
2014-15	2,448	1,880	77
2015-16	2,601	1,964	76
2016-17 (Estimate)	2,750	2,065	75

* 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 staff and related expenditure from 2012-13 to 2016-17 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)
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	2 892	2 991	5 883	3,196	595
2016-17 (Provisional)	2 855	3 066	5 921	3,399	649

2. The annual salaries of the five highest paid staff in the 2016/17 academic year are as follows –

	Annual salary (\$ million)
1 st highest	2.95
2 nd highest	2.76
3 rd highest	2.39
4 th highest	2.37
5 th highest	2.32

3. Information about staff employed under various packages for the past five years is as follows –

(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	
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%)	
2016/17 (Provisional)	Teaching	706 (11.9%)	1 666 (28.1%)	483 (8.2%)	5 921
	Administrative and supporting	1 069 (18.1%)	1 626 (27.5%)	371 (6.3%)	

- (b) Numbers of staff on Short-term Contract of which the contract duration is less than one year from the 2012/13 to 2016/17 academic years –

Academic year	Staff Type	Short-term contract for less than one year
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	Teaching	126
	Administrative and supporting	135
2016/17 (Provisional)	Teaching	117
	Administrative and supporting	113

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 2012/13 to 2016/17 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
2012/13	930	156	16	9
2013/14	1 045	453	17	9
2014/15	1 114	508	18	10
2015/16	1 086	602	19	11
2016/17 (Provisional)	1 218	629	20	12

- (c) There is no regular exercise for converting staff on Short-term contracts to Fixed-term contracts. For serving staff on Short-term contract, opportunities of appointment on Fixed-term contract through recruitment exercises are available throughout the year.
- (d) Numbers of staff employed under the New Remuneration Package who were transferred from

Fixed-term contracts to Open-ended contracts since 2015 –

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
2015	18	21	39
2016	21	21	42

Note: The number of staff reported above included staff with contracts due to expire during the period from May of the respective year to April of the following year.

- End -

CONTROLLING OFFICER'S REPLY**EDB099****(Question Serial No. 0264)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (3) Primary Education, (4) Secondary Education, (6) Other Educational Services and Subsidies, (8) 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 (2012/13 to 2016/17 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 (2012/13 to 2016/17 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 (2012/13 to 2016/17 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 (2012/13 to 2016/17 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 (2012/13 to 2016/17 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 (2012/13 to 2016/17 school years):

District	Government	Aided	Direct Subsidy Scheme	English Schools Foundation	Private	International	Total

(g) In the past 5 school years (2012/13 to 2016/17 school years), 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. 20)

Reply:

- (a) The total number of students in kindergartens, primary and secondary schools by district and by sector from the 2012/13 to 2016/17 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 2012/13 to 2016/17 school years is provided at 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 2012/13 to 2016/17 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 2012/13 to 2016/17 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 2012/13 to 2016/17 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 2012/13 to 2016/17 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

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 2012/13 to 2016/17 school years and the expenditure are tabulated at Appendix 7. Besides, EDB has been collecting and analysing data to evaluate the effectiveness of the support measures for NCS students (including the “Learning Framework”) based on the research framework drawn up in light of the advice of research and language experts, and will 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 has covered all public sector primary and secondary schools. The service 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 2017/18 school year is about \$1,469 million.

At present, recurrent subvention is provided to students with SEN in ESF’s mainstream schools and special schools. In the 2012/13 to 2016/17 school years, the annual recurrent subvention for this purpose amounts to \$28.3 million.

Number of Students in Kindergartens by District and by Type of Kindergartens from the 2012/13 to 2016/17 School Years

District	2012/13			2013/14			2014/15			2015/16			2016/17		
	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	4 873	672	5 545	4 880	632	5 512	4 839	675	5 514	5 124	933	6 057	5 434	745	6 179
Wan Chai	5 636	799	6 435	5 649	776	6 425	5 842	710	6 552	5 921	770	6 691	6 329	796	7 125
Eastern	9 792	1 849	11 641	9 919	1 874	11 793	10 027	1 971	11 998	10 288	2 069	12 357	9 802	2 058	11 860
Southern	3 315	1 597	4 912	3 242	1 531	4 773	3 348	1 440	4 788	3 449	1 371	4 820	3 350	1 298	4 648
Yau Tsim Mong	4 377	1 230	5 607	4 472	1 409	5 881	4 621	1 578	6 199	4 735	1 734	6 469	4 777	1 722	6 499
Sham Shui Po	7 797	201	7 998	8 114	216	8 330	8 705	230	8 935	9 188	254	9 442	9 400	333	9 733
Kowloon City	12 535	9 898	22 433	12 609	10 029	22 638	12 835	10 038	22 873	13 299	10 304	23 603	13 321	9 733	23 054
Wong Tai Sin	6 824	12	6 836	7 044	38	7 082	7 268	57	7 325	7 560	84	7 644	7 515	93	7 608
Kwun Tong	11 355	248	11 603	11 349	156	11 505	11 712	189	11 901	12 128	241	12 369	12 093	271	12 364
Sai Kung	6 245	1 625	7 870	6 350	1 834	8 184	6 527	1 970	8 497	7 028	2 149	9 177	7 183	1 972	9 155
Sha Tin	9 904	1 934	11 838	10 261	2 222	12 483	10 721	2 468	13 189	11 686	2 774	14 460	11 974	2 739	14 713
Tai Po	4 698	977	5 675	5 031	1 099	6 130	5 245	1 161	6 406	5 577	1 288	6 865	5 568	1 214	6 782
North	10 270	603	10 873	10 826	827	11 653	11 508	1 055	12 563	11 833	1 137	12 970	11 450	733	12 183
Yuen Long	14 290	874	15 164	15 173	1 039	16 212	15 483	1 344	16 827	16 145	1 607	17 752	15 898	1 317	17 215
Tuen Mun	10 707	420	11 127	11 248	490	11 738	12 061	669	12 730	12 543	847	13 390	12 264	953	13 217
Tsuen Wan	5 385	692	6 077	5 431	802	6 233	5 638	748	6 386	5 940	993	6 933	6 218	1 004	7 222
Kwai Tsing	9 210	444	9 654	9 266	460	9 726	9 648	498	10 146	10 274	499	10 773	10 061	502	10 563
Islands	2 705	771	3 476	2 748	797	3 545	2 762	806	3 568	2 867	759	3 626	3 143	769	3 912
All Districts	139 918	24 846	164 764	143 612	26 231	169 843	148 790	27 607	176 397	155 585	29 813	185 398	155 780	28 252	184 032

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 2012/13 to 2016/17 School Years

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

2016/17 School Year

District	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	667	7 361	0	2 549	1 384	11 961
Wan Chai	2 342	5 880	0	3 411	1 685	13 318
Eastern	2 094	14 125	1 172	1 019	3 314	21 724
Southern	734	4 443	1 412	2 712	4 740	14 041
Yau Tsim Mong	1 385	11 389	1 221	871	0	14 866
Sham Shui Po	1 947	12 362	1 662	5 010	0	20 981
Kowloon City	2 872	17 450	1 715	7 671	4 228	33 936
Wong Tai Sin	553	13 921	0	2 713	0	17 187
Kwun Tong	1 442	22 315	762	653	939	26 111
Sai Kung	629	11 552	2 820	144	977	16 122
Sha Tin	771	24 664	1 830	1 718	898	29 881
Tai Po	878	12 739	0	158	1 139	14 914
North	804	18 792	0	0	0	19 596
Yuen Long	2 544	27 449	1 436	332	21	31 782
Tuen Mun	613	21 607	767	68	514	23 569
Tsuen Wan	1 725	11 278	0	82	0	13 085
Kwai Tsing	0	18 160	529	0	442	19 131
Islands	0	4 995	0	996	812	6 803
All Districts	22 000	260 482	15 326	30 107	21 093	349 008

Notes : (1) Figures do not include special schools. International schools include English Schools Foundation (ESF) 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 2012/13 to 2016/17 School Years

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

2016/17 School Year

District	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	852	5 208	0	2 263	0	1 735	10 058
Wan Chai	2 267	7 361	0	1 634	0	1 197	12 459
Eastern	3 138	13 252	0	2 893	0	2 162	21 445
Southern	0	7 240	0	1 819	1 402	5 342	15 803
Yau Tsim Mong	1 472	9 043	509	2 468	38	0	13 530
Sham Shui Po	614	12 370	784	6 539	954	181	21 442
Kowloon City	1 438	20 491	0	4 461	913	2 796	30 099
Wong Tai Sin	391	15 502	0	1 285	530	0	17 708
Kwun Tong	1 422	18 979	0	5 310	0	631	26 342
Sai Kung	798	11 810	0	5 421	51	302	18 382
Sha Tin	1 518	23 819	0	4 821	1 718	1 201	33 077
Tai Po	405	11 153	0	1 293	0	0	12 851
North	1 038	12 991	0	1 186	0	272	15 487
Yuen Long	3 277	21 369	0	3 673	143	0	28 462
Tuen Mun	1 492	20 494	0	0	0	579	22 565
Tsuen Wan	866	9 012	0	0	0	0	9 878
Kwai Tsing	0	22 132	0	0	0	0	22 132
Islands	372	3 730	0	1 290	774	266	6 432
All Districts	21 360	245 956	1 293	46 356	6 523	16 664	338 152

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 ESF 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 2012/13 to 2016/17 School Years

District	School Year	Kindergartens (including Kindergarten-cum-Child Care Centres)
North	2012/13	4 281
	2013/14	4 908
	2014/15	5 379
	2015/16	5 431
	2016/17	4 500
Tai Po	2012/13	190
	2013/14	340
	2014/15	391
	2015/16	346
	2016/17	182
Sha Tin	2012/13	2
	2013/14	25
	2014/15	51
	2015/16	62
	2016/17	39
Yuen Long	2012/13	1 653
	2013/14	2 235
	2014/15	2 500
	2015/16	2 547
	2016/17	1 723
Tuen Mun	2012/13	1 265
	2013/14	1 679
	2014/15	1 893
	2015/16	1 856
	2016/17	1 257
Tsuen Wan & Kwai Tsing	2012/13	34
	2013/14	45
	2014/15	80
	2015/16	91
	2016/17	85
Tung Chung	2012/13	29
	2013/14	54
	2014/15	69
	2015/16	73
	2016/17	60
Wong Tai Sin	2014/15	1
	2015/16	1
	2016/17	0

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 2012/13 school year covered the North, Tai Po, Yuen Long, Tuen Mun, Sha Tin, Tsuen Wan, Kwai Tsing and Tung Chung districts. The survey was extended to Wong Tai Sin district in the 2014/15 school year.

(3) All kindergartens (including kindergarten-cum-child care centres) are private schools.

Number of Cross-boundary Students in Primary Schools by District and by Sector from the 2012/13 to 2016/17 School Years

District	School Year	Government	Aided	Direct Subsidy Scheme	English Schools Foundation	Private	International	Total
North	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
	2016/17	375	6 304	0	0	0	0	6 679
Tai Po	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
	2016/17	526	2 017	0	0	0	0	2 543
Sha Tin	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
	2016/17	0	555	0	0	0	0	555
Yuen Long	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
	2016/17	90	4 115	2	0	26	0	4 233
Tuen Mun	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
	2016/17	39	2 711	13	0	0	0	2 763
Tsuen Wan & Kwai Tsing	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
	2016/17	0	215	0	0	0	0	215
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
	2016/17	0	200	0	0	0	0	200
Wong Tai Sin	2014/15	1	35	0	0	0	0	36
	2015/16	1	137	0	0	0	0	138
	2016/17	0	270	0	0	0	0	270

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 2012/13 school year covered the North, Tai Po, Yuen Long, Tuen Mun, Sha Tin, Tsuen Wan, Kwai Tsing and Tung Chung districts. The survey was extended to Wong Tai Sin district in the 2014/15 school year.

Number of Cross-boundary Students in Secondary Schools by District and by Sector from the 2012/13 to 2016/17 School Years

District	School Year	Government	Aided	Direct Subsidy Scheme	English Schools Foundation	Private	International	Total
North	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
	2016/17	287	1 808	132	0	0	1	2 228
Tai Po	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
	2016/17	49	397	70	0	0	0	516
Sha Tin	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
	2016/17	1	59	2	0	0	0	62
Yuen Long	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
	2016/17	26	339	26	0	0	0	391
Tuen Mun	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
	2016/17	10	147	0	0	0	0	157
Tsuen Wan & Kwai Tsing	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
	2016/17	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
	2016/17	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
	2016/17	0	1	0	0	0	0	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 2012/13 school year covered the North, Tai Po, Yuen Long, Tuen Mun, Sha Tin, Tsuen Wan, Kwai Tsing and Tung Chung districts. The survey was extended to Wong Tai Sin district in the 2014/15 school year.

Number of Newly Admitted Pupils[#] from the Mainland in Primary Schools by District and by Sector from the 2012/13 to 2016/17 School Years

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

2016/17 School Year

District	Government	Aided	Direct Subsidy Scheme	Private	All Sectors
Central & Western	2	45	0	0	47
Wan Chai	11	19	0	6	36
Eastern	26	107	2	4	139
Southern	6	49	0	12	67
Yau Tsim Mong	50	166	0	0	216
Sham Shui Po	75	293	0	0	368
Kowloon City	14	168	0	4	186
Wong Tai Sin	24	223	0	1	248
Kwun Tong	24	404	1	0	429
Sai Kung	7	115	1	0	123
Sha Tin	4	306	3	0	313
Tai Po	25	172	0	4	201
North	13	287	0	0	300
Yuen Long	21	450	0	0	471
Tuen Mun	6	209	0	0	215
Tsuen Wan	2	273	0	2	277
Kwai Tsing	0	361	0	0	361
Islands	0	42	0	0	42
All Districts	310	3 689	7	33	4 039

- 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 2016/17 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 2012/13 to 2016/17 School Years

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

2016/17 School Year

District	Government	Aided	Caput	Direct Subsidy Scheme	Private	All Sectors
Central & Western	0	24	0	0	0	24
Wan Chai	3	52	0	2	0	57
Eastern	0	161	0	85	0	246
Southern	0	50	0	1	10	61
Yau Tsim Mong	3	144	74	53	0	274
Sham Shui Po	14	193	13	125	1	346
Kowloon City	1	153	0	43	0	197
Wong Tai Sin	41	217	0	0	0	258
Kwun Tong	15	194	0	242	0	451
Sai Kung	0	149	0	7	0	156
Sha Tin	0	346	0	17	2	365
Tai Po	55	197	0	24	0	276
North	71	94	0	19	0	184
Yuen Long	2	233	0	39	0	274
Tuen Mun	1	217	0	0	0	218
Tsuen Wan	0	209	0	0	0	209
Kwai Tsing	0	215	0	0	0	215
Islands	3	16	0	2	0	21
All Districts	209	2 864	87	659	13	3 832

- Notes: (1) Figures include ordinary day schools, but exclude special schools, 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 2016/17 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 2012/13 to 2016/17 School Years

District	2012/13			2013/14			2014/15			2015/16			2016/17		
	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	772	358	1 130	765	389	1 154	703	365	1 068	671	481	1 152	802	388	1 190
Wan Chai	649	724	1 373	605	671	1 276	770	636	1 406	754	690	1 444	827	652	1 479
Eastern	579	440	1 019	618	362	980	659	365	1 024	536	348	884	521	357	878
Southern	645	880	1 525	682	753	1 435	751	623	1 374	785	555	1 340	650	582	1 232
Yau Tsim Mong	702	169	871	732	189	921	698	239	937	653	231	884	663	234	897
Sham Shui Po	453	5	458	342	2	344	313	7	320	315	9	324	356	9	365
Kowloon City	678	745	1 423	707	578	1 285	633	495	1 128	647	450	1 097	715	457	1 172
Wong Tai Sin	104	0	104	71	0	71	106	0	106	101	0	101	114	3	117
Kwun Tong	135	19	154	174	21	195	193	34	227	202	28	230	180	31	211
Sai Kung	431	217	648	484	217	701	475	194	669	499	210	709	530	199	729
Sha Tin	369	94	463	401	87	488	340	86	426	452	90	542	494	49	543
Tai Po	129	4	133	140	14	154	159	15	174	174	16	190	82	23	105
North	25	9	34	22	9	31	11	4	15	11	10	21	25	3	28
Yuen Long	584	20	604	597	15	612	594	39	633	599	47	646	629	40	669
Tuen Mun	237	65	302	217	60	277	227	48	275	248	62	310	242	45	287
Tsuen Wan	66	8	74	79	14	93	82	11	93	96	13	109	115	16	131
Kwai Tsing	653	3	656	655	2	657	658	4	662	671	1	672	628	0	628
Islands	747	606	1 353	763	592	1 355	782	614	1 396	765	562	1 327	1 009	570	1 579
All Districts	7 958	4 366	12 324	8 054	3 975	12 029	8 154	3 779	11 933	8 179	3 803	11 982	8 582	3 658	12 240

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 2012/13 to 2016/17 School Years

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

2016/17 School Year

District	Government	Aided	Direct Subsidy Scheme
Central & Western	3	628	0
Wan Chai	283	715	0
Eastern	26	167	7
Southern	6	30	1
Yau Tsim Mong	348	568	176
Sham Shui Po	668	95	88
Kowloon City	0	176	234
Wong Tai Sin	1	265	0
Kwun Tong	12	791	1
Sai Kung	1	211	10
Sha Tin	1	81	48
Tai Po	1	105	0
North	1	21	0
Yuen Long	16	817	79
Tuen Mun	1	654	41
Tsuen Wan	0	64	0
Kwai Tsing	0	445	479
Islands	0	901	0
All Districts	1 368	6 734	1 164

- 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, English Schools Foundation (ESF) and other international schools.

Number of Non-Chinese Speaking Students in Secondary Day Schools by District and by Sector from the 2012/13 to 2016/17 School Years

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

2016/17 School Year

District	Government	Aided	Caput	DSS
Central & Western	12	128	0	4
Wan Chai	63	467	0	165
Eastern	5	527	0	60
Southern	0	93	0	9
Yau Tsim Mong	521	47	2	197
Sham Shui Po	0	111	0	1 520
Kowloon City	2	154	0	158
Wong Tai Sin	1	47	0	8
Kwun Tong	3	149	0	878
Sai Kung	0	246	0	214
Sha Tin	2	36	0	387
Tai Po	0	12	0	46
North	1	6	0	0
Yuen Long	4	334	0	164
Tuen Mun	6	931	0	0
Tsuen Wan	3	57	0	0
Kwai Tsing	0	212	0	0
Islands	2	167	0	810
All Districts	625	3 724	2	4 620

- 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 2012/13 to 2016/17 School Years

	School Year				
School Level	2012/13	2013/14	2014/15	2015/16	2016/17
Primary	16 810	17 390	18 200	19 830	21 860
Secondary	14 580	16 440	17 990	19 640	21 030
Total	31 390	33 830	36 190	39 470	42 890

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 2012/13 to 2016/17 School Years

School Year	ESF		PIS		Other Private International		Total	
	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary
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
2016/17	245	565	172	231	323	179	740	975

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.

**Expenditures for the Initiation Programme, the Induction Programme
and the School-based Support Scheme Grant for newly-arrived children
from the 2012/13 to 2016/17 School Years**

School Year		2012/13	2013/14	2014/15	2015/16	2016/17
Expenditure (\$ million)	Initiation Programme	19.4	21.5	21.8	23.9	27.1
	Induction Programme	1.9	2.2	2.1	1.8	2.5
	School-based Support Scheme Grant	22.9	25.1	24.9	24.9	30.6
	Total	44.2	48.8	48.8	50.6	60.2

Note: Figures for the 2016/17 school year are provisional and subject to revisions.

**Educational support measures for non-Chinese speaking (NCS) students
from the 2012/13 to 2016/17 school years**

Support measures	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	Actual expenditure in the 2015/16 school year \$ million	Estimated expenditure in the 2016/17 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>17.5</p> <p>Note 1</p>	<p>61.3</p> <p>Note 1</p>	<p>197.8</p> <p>Note 1</p>	<p>224.0</p> <p>Note 1</p>	<p>244.9</p> <p>Note 1</p>

Support measures	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	Actual expenditure in the 2015/16 school year \$ million	Estimated expenditure in the 2016/17 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 \$2.8 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	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 2012/13 school year \$ million	Actual expenditure in the 2013/14 school year \$ million	Actual expenditure in the 2014/15 school year \$ million	Actual expenditure in the 2015/16 school year \$ million	Estimated expenditure in the 2016/17 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	2.6	3.8	3.7	3.9
<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>	13.0	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>	2.0	2.5	2.8	2.6	2.6
Student grant for Applied Learning Chinese (for NCS students) starting from the 2014/15 school year	-	-	2.3	4.4	6.8

Support measures	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	Actual 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>	0.76	1.33	1.87	2.09	2.58
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	2.35	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>	3.3	3.0	3.0	-	0.7
	-	-	-	Note 2	Note 2
	-	Note 1	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) For the 2-year USP project from the 2015/16 to 2016/17 school years, the actual expenditure of the 2015/16 school year is \$2.25 million and the estimated expenditure of the 2016/17 and 2017/18 school years is \$5.85 million and \$0.9 million 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**EDB100****(Question Serial No. 0274)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (3) Primary Education, (4) Secondary Education, (6) Other Educational Services and SubsidiesControlling Officer: Permanent Secretary for Education (Mrs Marion LAI)Director of Bureau: Secretary for EducationQuestion:

(a) 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.

(b) 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?

(c) Please provide details on the development of learning and teaching resource packages and the assessment bank. Who are the people responsible for the drafting work? If external parties are invited to handle or advise on the drafting work, what was the decision-making process that led to their appointments? What mechanism and criteria were used? How would the Administration ensure that the resource packages and assessment bank are free of biased and one-sided views and contents so that they will not be rejected by teachers on the grounds of violating their professional principles?

Asked by: Hon IP Kin-yuen (Member Question No. 21)Reply:

(a) The Education Bureau (EDB) has continuously enriched and updated the content of the Basic Law learning packages in order to keep abreast of the latest state of curriculum development. The Chinese and English versions of the learning packages for junior secondary and senior primary students, developed during 2011-12, were 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 was also 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. Currently we are 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, since 2015, EDB has been organising the Basic Law Inter-school Competition. The 3rd Basic Law cum Celebration of the 20th Anniversary of Establishment of the Hong Kong Special Administrative Region (HKSAR) Territory-wide Inter-school Competition will be held in May 2017 to arouse students' interests 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 had been provided for primary and secondary school teachers respectively by June

2012. Students could 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 subsumed under 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 2012-13 to 2017-18 is as follows:

2012-13 [@]	2013-14 [@]	2014-15 [@]	2015-16 ^{@#}	2016-17 ^{@*}	2017-18 ^{@++}
\$0.8 million	\$0.65 million	\$2.07 million	\$3.65 million	\$1.71 million	\$1.53 million

[@] Manpower resources in the provision are subsumed under the recurrent expenditure of EDB

[#] Actual figures revised from last year's estimates

^{*} Provisional figures

⁺⁺ Estimated figures

(b) EDB conducted trial teaching of the revamped and updated e-book version of the junior secondary learning package and reprinted 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 its self-learning version for secondary school students. Besides, we are also 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 \$1.48 million and \$0.23 million respectively. EDB will also continue to enrich and update the assessment bank. On an on-going basis, EDB collects feedback and evaluates the effectiveness of its work through various channels to further enrich and refine the above resource materials.

(c) The learning packages and databases of questions for assessment were developed in-house. Throughout the development process, legal and professional advice was sought from numerous well-known legal experts, scholars on constitutional law, professional officers and teachers from various schools to ensure content accuracy, objectivity and classroom usability.

- End -

CONTROLLING OFFICER'S REPLY**EDB101****(Question Serial No. 0275)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (1) Director of Bureau's Office, (8) 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/will collaborate with the Mainland departments or involved/will involve in the past 5 years (from the 2012/13 to 2016/17 school years) and the coming year (2017/18), as well as the manpower and expenditures involved:

Project/ Programme	Details and objectives	Mainland departments/ organisations involved	Progress	Has the project/ programme been publicised?	Other HKSAR government departments and/or commissioned services involved and/or names of organisations sponsored	Details of the legislation and policies involved in the project/ programme	Manpower and expenditures 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 (2012/13 to 2016/17);

(c) Please set out the numbers, details, objectives, numbers of participants and expenditures of the duty visits and study trips made by the Education Bureau officials to the Mainland in the past 5 years (2012/13 to 2016/17); 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 the Education Bureau officials in the past 5 years (2012/13 to 2016/17).

Asked by: Hon IP Kin-yuen (Member Question No. 22)

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 expenditures involved in these projects in the past five years (2012-13 to 2016-17) and the coming year (2017-18) are at Annex A and Annex B respectively.

Part (b)

EDB maintains necessary working relationship with the mainland government authorities and the offices set up by the Central People's Government in the Hong Kong Special Administrative Region, with a view to ensuring mutual understanding and effective exchanges. We do not keep a separate account to capture expenditure.

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)
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
2016-17	149	378	2,115	33	85	2,386

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 2012-13 to 2016-17

2012-13

Project/ Programme	Details and objectives	Mainland departments/ organisations involved	Progress	Has the project/ programme been publicised?	Other HKSAR government departments and/or commissioned services involved and/or name of the organisations sponsored	Details of the legislation and policies involved in the project/ programme	Manpower and expenditures 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	Department of Education, Guangdong Province	Ongoing	A letter was issued to all Hong Kong primary and secondary	The Hong Kong Federation of Education Workers	NA	Included in the commissioned service with a total contract sum of 0.69*

Project/ Programme	Details and objectives	Mainland departments/ organisations involved	Progress	Has the project/ programme been publicised?	Other HKSAR government departments and/or commissioned services involved and/or name of the organisations sponsored	Details of the legislation and policies involved in the project/ programme	Manpower and expenditures involved (\$ 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		schools inviting them to join the Scheme.			for the period from October 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	The Programme aims at deepening education workers'	Ministry of Education	Completed	A letter was issued to invite education	NA	NA	0.4*

Project/ Programme	Details and objectives	Mainland departments/ organisations involved	Progress	Has the project/ programme been publicised?	Other HKSAR government departments and/or commissioned services involved and/or name of the organisations sponsored	Details of the legislation and policies involved in the project/ programme	Manpower and expenditures involved (\$ million)
Sector of Hong Kong 2012	understanding of the Mainland and promoting professional interflow.			workers to join the programme.			
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 objectives	Mainland departments/ organisations involved	Progress	Has the project/ programme been publicised?	Other HKSAR government departments and/or commissioned services involved and/or name of the organisations sponsored	Details of the legislation and policies involved in the project/ programme	Manpower and expenditures 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) <input type="checkbox"/>	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 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	Ministry of Education and Mainland higher education institutions	The Scheme was first implemented in the 2012/13 academic year and it is an on-going initiative.	EDB issued press releases and organised the Mainland Higher Education Expo to help promote the Scheme.	NA	NA	2.4

Project/ Programme	Details and objectives	Mainland departments/ organisations involved	Progress	Has the project/ programme been publicised?	Other HKSAR government departments and/or commissioned services involved and/or name of the organisations sponsored	Details of the legislation and policies involved in the project/ programme	Manpower and expenditures involved (\$ million)
	<p>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.</p> <p>63 Mainland institutions participated in the Scheme in the 2012/13 academic year.</p>						

*Manpower is subsumed under the departmental expenditure of EDB

2013-14

Project/ Programme	Details and objectives	Mainland departments/ organisations involved	Progress	Has the project/ programme been publicised?	Other HKSAR government departments and/or commissioned services involved and/or name of the organisations sponsored	Details of the legislation and policies involved in the project/ programme	Manpower and expenditures 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	Department of Education, Guangdong Province	Ongoing	A letter was issued to all Hong Kong primary and secondary	The Hong Kong Federation of Education Workers	NA	Included in the commissioned service with a total contract sum of 0.69*

Project/ Programme	Details and objectives	Mainland departments/ organisations involved	Progress	Has the project/ programme been publicised?	Other HKSAR government departments and/or commissioned services involved and/or name of the organisations sponsored	Details of the legislation and policies involved in the project/ programme	Manpower and expenditures involved (\$ 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		schools inviting them to join the Scheme.			for the period from October 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	The Programme aims at deepening education	Ministry of Education	Completed	A letter was issued to invite education	Yazhou Travel Service Ltd.	NA	0.5*

Project/ Programme	Details and objectives	Mainland departments/ organisations involved	Progress	Has the project/ programme been publicised?	Other HKSAR government departments and/or commissioned services involved and/or name of the organisations sponsored	Details of the legislation and policies involved in the project/ programme	Manpower and expenditures involved (\$ million)
Sector of Hong Kong 2013	workers' understanding of the Mainland and promoting professional interflow.			workers to join the programme.			
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	This is a reciprocal programme which aims at deepening the participants' understanding of the latest teaching methodologies in English Language	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 objectives	Mainland departments/ organisations involved	Progress	Has the project/ programme been publicised?	Other HKSAR government departments and/or commissioned services involved and/or name of the organisations sponsored	Details of the legislation and policies involved in the project/ programme	Manpower and expenditures involved (\$ million)
Guangdong	through a 3-week course in 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	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 Shaanxi 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	Ministry of Education and Mainland higher education institutions	The Scheme was first implemented in the 2012/13 academic year and it is an on-going initiative.	EDB issued press releases and organised the Mainland Higher Education Expo to help promote the Scheme.	NA	NA	2.5

Project/ Programme	Details and objectives	Mainland departments/ organisations involved	Progress	Has the project/ programme been publicised?	Other HKSAR government departments and/or commissioned services involved and/or name of the organisations sponsored	Details of the legislation and policies involved in the project/ programme	Manpower and expenditures involved (\$ million)
	Universities in the Mainland. 70 Mainland institutions participated in the Scheme in the 2013/14 academic year.						

*Manpower is subsumed under the departmental expenditure of EDB

Project/ Programme	Details and objectives	Mainland departments/ organisations involved	Progress	Has the project/ programme been publicised?	Other HKSAR government departments and/or commissioned services involved and/or name of the organisations sponsored	Details of the legislation and policies involved in the project/ programme	Manpower and expenditures 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 between schools in Hong Kong and	Department of Education, Guangdong Province	Ongoing	A letter was issued to all Hong Kong primary and secondary schools inviting	The Hong Kong Federation of Education Workers	NA	Included in the commissioned service with a total contract sum of 0.29* for the period

Project/ Programme	Details and objectives	Mainland departments/ organisations involved	Progress	Has the project/ programme been publicised?	Other HKSAR government departments and/or commissioned services involved and/or name of the organisations sponsored	Details of the legislation and policies involved in the project/ programme	Manpower and expenditures involved (\$ million)
	Guangdong. Each sister school pair formulates and carries out its own exchange.	Guangzhou Municipal Education Bureau Shenzhen Municipal Education Bureau		them to join the Scheme.			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 Agency Ltd.	NA	2.8*

Project/ Programme	Details and objectives	Mainland departments/ organisations involved	Progress	Has the project/ programme been publicised?	Other HKSAR government departments and/or commissioned services involved and/or name of the organisations sponsored	Details of the legislation and policies involved in the project/ programme	Manpower and expenditures 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.			
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 Programme –	This is a reciprocal programme which aims at deepening the participants'	Department of Education, Guangdong Province	Completed	The Programme was not announced in Hong Kong as only Guangdong	The Chinese University of Hong Kong	NA	1.4*

Project/ Programme	Details and objectives	Mainland departments/ organisations involved	Progress	Has the project/ programme been publicised?	Other HKSAR government departments and/or commissioned services involved and/or name of the organisations sponsored	Details of the legislation and policies involved in the project/ programme	Manpower and expenditures involved (\$ million)
In-service Programme for English Language Teachers from Guangdong	understanding of the latest teaching methodologies in English Language through a 3-week course in Hong Kong.			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 Shaanxi 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	The Scheme was first implemented in the 2012/13 academic year and it is an on-going initiative.	EDB issued press releases and organised the Mainland Higher Education Expo to help promote the Scheme.	NA	NA	2.5

Project/ Programme	Details and objectives	Mainland departments/ organisations involved	Progress	Has the project/ programme been publicised?	Other HKSAR government departments and/or commissioned services involved and/or name of the organisations sponsored	Details of the legislation and policies involved in the project/ programme	Manpower and expenditures 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.						
# 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 first launched in July 2014 and it is an on-going initiative.	EDB issued press releases and made announcement in the official website to promote the Scheme	The Working Family and Student Financial Assistance Agency; Commissioned service: China Education Exchange(HK) Centre	NA	4.0
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 experiment designs were carried on board by Shenzhou-11 manned spacecraft in October 2016 and the experiments were conducted at Tiangong-2 space laboratory by	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)

Project/ Programme	Details and objectives	Mainland departments/ organisations involved	Progress	Has the project/ programme been publicised?	Other HKSAR government departments and/or commissioned services involved and/or name of the organisations sponsored	Details of the legislation and policies involved in the project/ programme	Manpower and expenditures involved (\$ million)
			astronauts.				

*Manpower is subsumed under the departmental expenditure of EDB

The initiatives commenced in 2014-15

Project/ Programme	Details and objectives	Mainland departments/ organisations involved	Progress	Has the project/ programme been publicised?	Other HKSAR government departments and/or commissioned services involved and/or name of the organisations sponsored	Details of the legislation and policies involved in the project/ programme	Manpower and expenditures 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	17.2*
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 have been 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. Each sister school	Department of Education, Guangdong Province Guangzhou Municipal Education Bureau	Ongoing	A letter was issued to all Hong Kong primary, secondary and special 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 0.40* for the period from September 2015 to

Project/ Programme	Details and objectives	Mainland departments/ organisations involved	Progress	Has the project/ programme been publicised?	Other HKSAR government departments and/or commissioned services involved and/or name of the organisations sponsored	Details of the legislation and policies involved in the project/ programme	Manpower and expenditures involved (\$ million)
	pair formulates and carries out its own exchange.	Shenzhen Municipal Education Bureau Foshan Municipal Education Bureau					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	Beijing Normal University	Completed	The Programme was announced through the Training Calendar System of EDB to invite	NA	NA	0.7*

Project/ Programme	Details and objectives	Mainland departments/ organisations involved	Progress	Has the project/ programme been publicised?	Other HKSAR government departments and/or commissioned services involved and/or name of the organisations sponsored	Details of the legislation and policies involved in the project/ programme	Manpower and expenditures involved (\$ million)
	to Beijing.			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 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	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*
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*

Project/ Programme	Details and objectives	Mainland departments/ organisations involved	Progress	Has the project/ programme been publicised?	Other HKSAR government departments and/or commissioned services involved and/or name of the organisations sponsored	Details of the legislation and policies involved in the project/ programme	Manpower and expenditures involved (\$ million)
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. 78 Mainland institutions participated in the Scheme in the 2015/16 academic year.	Ministry of Education and some Mainland higher education institutions	The Scheme was first implemented in the 2012/13 academic year and it is an on-going initiative.	EDB issued press releases and organised the Mainland Higher Education Expo to help promote the Scheme.	NA	NA	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	The Scheme was first launched in July 2014 and it is an on-going initiative.	EDB issued press releases and made announcement in the official website to promote the Scheme.	The Working Family and Students Financial Assistance Agency; Commissioned Service: China Education Exchange (HK) Centre	NA	6.5
^ Mainland - Hong Kong	The meeting aims to strengthen the	Ministry of	The 9th meeting was	The meeting, which was for	Hong Kong – Beijing	NA	0.12*

Project/ Programme	Details and objectives	Mainland departments/ organisations involved	Progress	Has the project/ programme been publicised?	Other HKSAR government departments and/or commissioned services involved and/or name of the organisations sponsored	Details of the legislation and policies involved in the project/ programme	Manpower and expenditures involved (\$ million)
Curriculum Exchange Meeting	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.	Education	held on 7 and 8 January 2016 in Beijing.	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.	Tourist Agency Ltd.		
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's culture and spirit in schools.	Dunhuang Academy	Completed	A letter was issued to leaders of professional education bodies, principals and teachers who proactively promote quality education and academics who make contribution to the education sector in the development of related curricula inviting them to join the study tour.	Silk Road Travel Management Ltd.	NA	0.9*

* 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

Project/ Programme	Details and objectives	Mainland departments/ organisations involved	Progress	Has the project/ programme been publicised?	Other HKSAR government departments and/or commissioned services involved and/or name of the organisations sponsored	Details of the legislation and policies involved in the project/ programme	Manpower and expenditures 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 was commenced in August 2016 and will be completed in August 2017.	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	18.4*
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	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	0.3*
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	Department of Education, Guangdong Province Guangzhou Municipal Education Bureau	Ongoing	A letter was issued to all Hong Kong primary, secondary and special schools inviting them to join the Scheme. Schools joined	The Hong Kong Federation of Education Workers	NA	Included in the commissioned service with a total contract sum of 0.81* for the period from August 2016 to October 2017.

Project/ Programme	Details and objectives	Mainland departments/ organisations involved	Progress	Has the project/ programme been publicised?	Other HKSAR government departments and/or commissioned services involved and/or name of the organisations sponsored	Details of the legislation and policies involved in the project/ programme	Manpower and expenditures involved (\$ million)
	pair formulates and carries out its own exchange. Other programmes aim at networking sister schools will also be organised by EDB.	Shenzhen Municipal Education Bureau Other Municipal Education Bureaux as and when required.		the Sister School Scheme were invited by EDB to join other adhoc sister school networking activities as appropriate through an invitation letter.			Other adhoc exchange activities aimed at networking sister schools at a total contract sum of 0.92*
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.	The Hong Kong Federation of Education Workers	NA	0.6*
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	2.7*
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	0.8*
Commemoration of the 150th Anniversary of Dr SUN	The Programme aims at enhancing students' understanding of	Zhongshan Hong Kong and Macao Affairs	Completed	Schools were invited to nominate students and teachers	The Hong Kong Federation of Education	NA	0.7*

Project/ Programme	Details and objectives	Mainland departments/ organisations involved	Progress	Has the project/ programme been publicised?	Other HKSAR government departments and/or commissioned services involved and/or name of the organisations sponsored	Details of the legislation and policies involved in the project/ programme	Manpower and expenditures involved (\$ million)
Yat-sen's Birthday cum National Defense Education Experience Camp	Dr SUN's life events, fostering students' morality, developing their self-discipline, perseverance and team spirit, strengthening students' understanding of national defense, as well as enhancing their life skills.	Bureau		participants via school circular.	Workers		
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	0.55*
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	Completed	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 commenced in July 2016 and will be completed in April 2017.	The Programme was announced through the Training Calendar System of EDB to invite applications.	NA	NA	0.1*
Guangdong- Hong Kong Cultural Exchange	This is a reciprocal programme which aims at deepening	Department of Education, Guangdong	Completed	The Programme was not announced in Hong Kong as	The Chinese University of Hong Kong	NA	1.4*

Project/ Programme	Details and objectives	Mainland departments/ organisations involved	Progress	Has the project/ programme been publicised?	Other HKSAR government departments and/or commissioned services involved and/or name of the organisations sponsored	Details of the legislation and policies involved in the project/ programme	Manpower and expenditures 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.	Province		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)
The Programme on Exchange Between Secondary and Primary School Teachers of Foshan and Hong Kong	To broaden teachers’ horizons, strengthen the collaboration between teachers from Hong Kong and the Mainland and enhance their professional development.	The Education Bureau of Foshan City Guangdong Province	Completed	The Programme was announced through the Training Calendar System of EDB to invite teacher to participate.	Yazhou Travel Service Ltd.	NA	0.06*
Exchange Programme between Teachers in Hong Kong Government Schools and Beijing	The programme aims to encourage Hong Kong teachers in government schools to have professional exchange with outstanding teachers in the Mainland to gather experience on the issues such as up-to-date educational knowledge, lesson observation /evaluation, teaching research, etc.	Educational Committee of Haidian District, Beijing	Hong Kong teachers visited Haidian District of Beijing from late November to early December 2016 and the return visit by teachers of Haidian District will be conducted in October / November 2017.	The programme is for government school teachers. Principals have informed teachers of the programme details and made nominations.	Yazhou Travel Service Ltd.	NA	0.31*

Project/ Programme	Details and objectives	Mainland departments/ organisations involved	Progress	Has the project/ programme been publicised?	Other HKSAR government departments and/or commissioned services involved and/or name of the organisations sponsored	Details of the legislation and policies involved in the project/ programme	Manpower and expenditures involved (\$ million)
The Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions (The Scheme)	<p>The Ministry of Education has implemented the Scheme since the 2012/13 academic year.</p> <p>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.</p>	Ministry of Education and some Mainland higher education institutions	The Scheme was first implemented in the 2012/13 academic year and it is an on-going initiative.	EDB issued press releases and organised the Mainland Higher Education Expo to help promote the Scheme.	NA	NA	3.6
# 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 Scheme with the enhancement measures were launched in the 2016/17 academic year to cover all financially needy Hong Kong students pursuing undergraduate studies in designated Mainland institutions, irrespective of	EDB issued press releases and made announcement in the official website to promote the Scheme.	<p>The Working Family and Student Financial Assistance Agency;</p> <p>Commissioned service: China Education Exchange (HK) Centre</p>	NA	About 29

Project/ Programme	Details and objectives	Mainland departments/ organisations involved	Progress	Has the project/ programme been publicised?	Other HKSAR government departments and/or commissioned services involved and/or name of the organisations sponsored	Details of the legislation and policies involved in the project/ programme	Manpower and expenditures involved (\$ million)
			the channels of their admission to the institutions. It is an on-going initiative.				
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 was held on 5 and 6 January 2017 in Hong Kong.	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.	NA	NA	0.06*

* Manpower is subsumed under the departmental expenditure of EDB

The initiative commenced in 2014-15

**Cross-boundary projects or programmes in which EDB will collaborate with Mainland department(s)
in 2017-18**

Project/ Programme	Details and objectives	Mainland departments/ organisations involved	Progress	Will the project/ programme be publicised?	Other HKSAR government departments and/or commissioned services involved and/or name of the organisations sponsored	Details of the legislation and policies involved in the project/ programme	Manpower and expenditures 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 2017 and will be completed in August 2018.	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	19.1*
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 2017 and will be completed in June 2017.	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	0.7*
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	Ongoing	A letter will be issued to all Hong Kong primary, secondary and special schools inviting them to join the	To be commissioned	NA	Service requirements being reviewed

Project/ Programme	Details and objectives	Mainland departments/ organisations involved	Progress	Will the project/ programme be publicised?	Other HKSAR government departments and/or commissioned services involved and/or name of the organisations sponsored	Details of the legislation and policies involved in the project/ programme	Manpower and expenditures involved (estimates only, \$ million)
	Each sister school pair formulates and carries out its own exchange programmes. Other programmes aim at networking sister schools will also be organised.	Guangzhou Municipal Education Bureau Shenzhen Municipal Education Bureau Other Municipal Education Bureaux as and when required.		Scheme. Schools having joined the Sister School Scheme will be invited by EDB to join other adhoc sister school networking activities as appropriate through an invitation letter.			
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 2017.	Schools will be invited to nominate students and teachers participants via school circular.	To be commissioned	NA	0.6*
Mainland Exchange Programme for Student Leaders	The Programme aims to broaden participants' horizons, to enhance participants' understanding of our country and its development, as well as strengthen their understanding of the attributes leaders should possess.	Ministry of Education	The Programme will be conducted in April and December 2017.	Schools will be invited to nominate students and teachers participants via school circular.	Hong Kong-Beijing Tourist Agency Ltd. (April) / To be commissioned (December).	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	Ministry of Education	The Programme will be conducted in October 2017.	A letter will be issued to invite education workers to join the Programme.	To be commissioned	NA	0.6*

Project/ Programme	Details and objectives	Mainland departments/ organisations involved	Progress	Will the project/ programme be publicised?	Other HKSAR government departments and/or commissioned services involved and/or name of the organisations sponsored	Details of the legislation and policies involved in the project/ programme	Manpower and expenditures involved (estimates only, \$ million)
	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	The Programme will be held in May 2017.	The Programme was announced through the Training Calendar System of EDB to invite applications.	NA	NA	0.82*
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	The Programme will be held in April 2017.	The Programme was announced through the Training Calendar System of EDB to invite applications.	NA	NA	0.45*
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 2017.	The Forum will be announced through the Training Calendar System of EDB to invite principals to participate.	EDB will engage a contractor through quotation exercise to provide coordination and logistic services for the Forum.	NA	0.26*
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 2017 and will be completed in April 2018.	The Programme will be 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 the participants’	Department of Education, Guangdong Province	The Programme will be held in July 2017.	The Programme will not be announced in Hong Kong as	Local teacher education institution to be	NA	1.4*

Project/ Programme	Details and objectives	Mainland departments/ organisations involved	Progress	Will the project/ programme be publicised?	Other HKSAR government departments and/or commissioned services involved and/or name of the organisations sponsored	Details of the legislation and policies involved in the project/ programme	Manpower and expenditures involved (estimates only, \$ million)
Programme – In-service Programme for English Language Teachers from Guangdong	understanding of the latest teaching methodologies in English Language through a 3-week course in Hong Kong.			only Guangdong English teachers will be involved.	commissioned by the EDB through quotation exercise.		
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. 90 Mainland institutions participated in the Scheme in the 2017/18 academic year.	Ministry of Education and some Mainland higher education institutions	The Scheme was first implemented in the 2012/13 academic year and it is an on-going initiative.	EDB will issue press releases and organise the Mainland Higher Education Expo to help promote the Scheme.	NA	NA	5.0
# 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 Scheme with the enhancement measures were launched in the 2016/17 academic year. It is an on-going	EDB will issue press releases and make announcement in the official website to promote the Scheme.	The Working Family and Student Financial Assistance Agency; Commissioned service: China	NA	Expenditure subject to the number of applications and renewals.

Project/ Programme	Details and objectives	Mainland departments/ organisations involved	Progress	Will the project/ programme be publicised?	Other HKSAR government departments and/or commissioned services involved and/or name of the organisations sponsored	Details of the legislation and policies involved in the project/ programme	Manpower and expenditures involved (estimates only, \$ million)
			initiative.		Education Exchange (HK) Centre		
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 11th meeting is scheduled to be held in April 2018 in the Mainland.	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 will be reported in the CDC meeting.	To be commissioned	NA	0.23*

* Manpower is subsumed under the departmental expenditure of EDB

The initiatives commenced in 2014-15

- End -

CONTROLLING OFFICER'S REPLY**EDB102****(Question Serial No. 0276)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (3) Primary Education, (4) Secondary Education, (5) Special Education,
(6) 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 2012/13 to 2016/17 school year):

(a) the number of NCS students with a breakdown by stage, grade level, type and ethnicity of the students;

Table 1: Kindergarten

	2012/13		
	K1	K2	K3
Indonesian			
Filipino			
Indian			
Pakistani			
Nepalese			
Japanese			
Thai			
Korean			
Other Asian			
White			
Mixed			
Others			
Total			

Table 2: Primary School

	2012/13					
	P1	P2	P3	P4	P5	P6
Indonesian						
Filipino						
Indian						
Pakistani						
Nepalese						
Japanese						
Thai						
Korean						
Other Asian						

White						
Mixed						
Others						
Total						

Table 3: Secondary School

	2012/13						
	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

	2012/13					
	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;

	2012/13			
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 number of schools joining the Language Support Services, the number of NCS students benefited from such services and the expenditure involved;
- (f) 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;
- (g) 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;
- (h) 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;
- (i) the implementation details of activities co-organised by the EDB and non-governmental organisations and targeted at NCS students, including programme names, co-organisers and the number of participants;
- (j) 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
- (k) 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. 23)

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 2012/13 to 2016/17 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 2012/13 to 2016/17 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 2012/13 to 2016/17 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 2012/13 to 2016/17 school years are tabulated below:

School year	No. of participating NCS students	No. of venues
2012/13	503	16
2013/14	523	19
2014/15	970	24
2015/16	974	22
2016/17 (Note)	1 057	22

Note: Figures as at January 2017.

- (e) The number of schools admitting NCS students provided with the Language Learning Support Services from the 2012/13 to 2016/17 school years is as follows:

School year	No. of participating schools	No. of participating NCS students
2012/13	21	5 100
2013/14	25	6 200
2014/15 (Note)	17	1 400
2015/16 (Note)	26	2 240
2016/17 (Note)	27	1 940

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 (USP), School Support Partners (Seconded Teacher) Scheme, etc. funded by the Education Development Fund. In the 2014/15, 2015/16 and 2016/17 school years, a total of 79, 97 and 93 schools admitting NCS students are receiving the professional support services respectively, benefitting about 9 410, 8 150 and 9 390 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.

- (f) 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 2012/13 to 2016/17 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.
- (g) 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 2012/13 to 2016/17 school years are tabulated below:

Initiation Programme

School year	No. of participating schools	No. of participating NCS students	Expenditure (\$ million)
2012/13	3	159	5.06
2013/14	3	124	5.34
2014/15	3	159	5.73
2015/16	3	167	5.42
2016/17 (estimated)	3	158	6.26

Induction Programme

School year	No. of participating NGOs	No. of participating NCS students	Expenditure (\$)
2012/13	1	17	18,600
2013/14	0	0	0
2014/15	0	0	0
2015/16	1	10	21,000
2016/17 (estimated)	1	11	22,000

Summer Bridging Programme

School year	No. of participating schools	No. of participating NCS students	Expenditure (\$ million)
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
2016/17 (Note)	33	1 590	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, 240 and 190 NCS parents participated in 2013, 2014, 2015 and 2016 respectively.

- (h) 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 2012/13, 2013/14 and 2014/15 school years, about 100, 60 and 70 NCS students participated in the programmes respectively. The total expenditure for this project was about \$0.78 million from the 2012/13 to 2014/15 school years.
- (i) 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.. The NGOs which organised the programmes and numbers of participating NCS students are tabulated below:

School year	Organisers of district-based programmes	Programme names	No. of participating NCS students
2012/13	(a) Hong Kong Christian Service (b) HKSKH Lady MacLehose Centre (c) Yang Memorial Methodist Social Service (d) Yuen Long Town Hall Management Committee Limited	Pilot Project on Supporting NCS Children in Learning Chinese	900
2013/14	(a) Hong Kong Christian Service (b) HKSKH Lady MacLehose Centre	Project on Supporting NCS Children in Learning Chinese	400
2014/15	(a) Hong Kong Christian Service (b) HKSKH Lady MacLehose Centre	Project on Supporting NCS Children in Learning Chinese	400
2015/16	(a) Hong Kong Christian Service (b) HKSKH Lady MacLehose Centre	Project on Supporting NCS Children in Learning Chinese	400
2016/17	(a) Hong Kong Christian Service (b) HKSKH Lady MacLehose Centre	Project on Supporting NCS Children in Learning Chinese	400

- (j) 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 2012/13 to 2016/17 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
2012/13	1 119	125	88
2013/14	1 222	128	95
2014/15	1 471	143	121
2015/16	1 536	140	114
2016/17	1 747	Not yet available	Not yet available

- (k) 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 USP projects for primary and secondary schools funded under the Education Development Fund. A total of 87 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 2012/13 to 2016/17 school years**

P1	2012/13	2013/14	2014/15	2015/16	2016/17
Indonesian	9	18	21	27	25
Filipino	205	194	216	206	214
Indian	166	147	143	162	134
Pakistani	504	481	521	485	473
Nepalese	216	246	299	332	324
Japanese	22	16	26	22	25
Thai	14	18	23	23	18
Korean	4	7	11	10	6
Other Asian	4	16	42	35	26
White	84	118	109	95	134
Others	71	94	58	80	73
Total	1 299	1 355	1 469	1 477	1 452

P2	2012/13	2013/14	2014/15	2015/16	2016/17
Indonesian	16	12	22	20	27
Filipino	197	211	208	222	211
Indian	161	163	154	145	169
Pakistani	498	515	506	545	507
Nepalese	207	220	253	295	341
Japanese	11	19	14	21	27
Thai	27	20	20	28	27
Korean	5	5	9	11	14
Other Asian	10	3	53	41	40
White	62	98	118	102	112
Others	81	86	69	65	75
Total	1 275	1 352	1 426	1 495	1 550

P3	2012/13	2013/14	2014/15	2015/16	2016/17
Indonesian	6	17	12	21	26
Filipino	193	211	224	222	220
Indian	142	168	159	156	149
Pakistani	445	490	522	513	557
Nepalese	244	206	222	269	296
Japanese	12	12	18	17	18
Thai	21	25	19	26	29
Korean	5	5	4	6	14
Other Asian	8	10	23	59	45
White	52	62	90	114	101
Others	77	88	62	65	63
Total	1 205	1 294	1 355	1 468	1 518

P4	2012/13	2013/14	2014/15	2015/16	2016/17
Indonesian	13	10	18	15	21
Filipino	224	194	210	226	230
Indian	161	138	171	168	166
Pakistani	497	457	505	518	542
Nepalese	208	250	204	222	272
Japanese	7	9	12	16	15
Thai	22	22	27	22	30
Korean	3	4	5	6	9
Other Asian	7	6	34	28	58
White	52	55	65	78	104
Others	73	83	59	55	57
Total	1 267	1 228	1 310	1 354	1 504

P5	2012/13	2013/14	2014/15	2015/16	2016/17
Indonesian	6	13	10	18	14
Filipino	232	228	199	214	221
Indian	195	155	139	176	177
Pakistani	485	498	469	502	536
Nepalese	220	212	249	210	227
Japanese	7	7	7	13	16
Thai	26	29	22	36	23
Korean	2	2	6	4	6
Other Asian	5	3	29	36	27
White	44	53	55	56	66
Others	48	78	61	58	54
Total	1 270	1 278	1 246	1 323	1 367

P6	2012/13	2013/14	2014/15	2015/16	2016/17
Indonesian	7	6	15	14	15
Filipino	201	237	228	200	213
Indian	164	191	157	137	175
Pakistani	466	480	506	458	506
Nepalese	162	212	207	244	211
Japanese	5	6	6	6	12
Thai	16	27	32	23	34
Korean	3	2	2	7	4
Other Asian	1	4	20	31	31
White	35	42	55	51	50
Others	53	47	54	50	52
Total	1 113	1 254	1 282	1 221	1 303

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 2012/13 to 2016/17 school years**

S1	2012/13	2013/14	2014/15	2015/16	2016/17
Indonesian	7	11	12	14	16
Filipino	254	238	266	273	239
Indian	220	185	220	218	199
Pakistani	496	506	559	599	521
Nepalese	236	194	249	249	262
Japanese	11	12	10	6	17
Thai	19	14	21	33	36
Korean	7	8	12	8	16
Other Asian	11	18	46	65	52
White	24	29	42	52	55
Others	86	106	70	91	88
Total	1 371	1 321	1 507	1 608	1 501

S2	2012/13	2013/14	2014/15	2015/16	2016/17
Indonesian	9	3	11	12	15
Filipino	241	253	248	275	284
Indian	200	236	187	221	210
Pakistani	485	494	474	528	546
Nepalese	228	239	194	242	243
Japanese	12	12	12	10	7
Thai	10	29	17	19	31
Korean	7	6	8	11	9
Other Asian	6	6	35	30	54
White	22	25	33	33	44
Others	71	83	78	60	80
Total	1 291	1 386	1 297	1 441	1 523

S3	2012/13	2013/14	2014/15	2015/16	2016/17
Indonesian	6	8	6	12	11
Filipino	258	247	254	259	277
Indian	197	202	232	184	221
Pakistani	429	469	505	484	509
Nepalese	206	232	229	199	238
Japanese	13	10	10	10	9
Thai	15	9	34	15	21
Korean	11	8	8	9	9
Other Asian	3	7	25	34	29
White	30	24	32	42	33
Others	74	74	75	75	64
Total	1 242	1 290	1 410	1 323	1 421

S4	2012/13	2013/14	2014/15	2015/16	2016/17
Indonesian	7	5	9	8	12
Filipino	224	258	241	254	251
Indian	194	206	200	223	182
Pakistani	312	416	448	489	465
Nepalese	180	208	240	235	213
Japanese	14	15	13	12	9
Thai	15	17	11	29	12
Korean	11	10	7	5	9
Other Asian	8	3	24	25	37
White	26	30	31	48	36
Others	61	82	55	82	87
Total	1 052	1 250	1 279	1 410	1 313

S5	2012/13	2013/14	2014/15	2015/16	2016/17
Indonesian	5	6	3	9	7
Filipino	167	210	242	221	243
Indian	149	181	192	196	204
Pakistani	258	272	382	401	460
Nepalese	142	169	201	209	210
Japanese	10	11	11	10	9
Thai	5	14	11	8	26
Korean	3	10	13	5	7
Other Asian	4	8	31	20	22
White	16	21	27	22	29
Others	51	56	40	48	65
Total	810	958	1 153	1 149	1 282

S6	2012/13	2013/14	2014/15	2015/16	2016/17
Indonesian	3	5	6	2	11
Filipino	133	159	197	228	214
Indian	88	137	165	181	185
Pakistani	173	237	239	347	389
Nepalese	73	132	156	191	198
Japanese	11	10	10	9	8
Thai	9	4	13	11	8
Korean	4	3	9	12	5
Other Asian	3	6	20	31	19
White	14	9	15	21	20
Others	51	46	36	34	37
Total	562	748	866	1 067	1 094

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 2012/13 to 2016/17 school years**

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

2016/17	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	8	2
Filipino	2	2	5	47	2
Indian	1	0	1	25	0
Pakistani	4	11	21	97	3
Nepalese	0	2	5	38	0
Japanese	0	0	1	11	0
Thai	0	0	1	3	4
Korean	1	0	1	2	0
Other Asian	0	0	0	7	0
White	4	0	1	6	1
Others	0	2	3	17	4
Total	12	17	39	261	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 2012/13 to 2016/17 school years**

K1	2012/13	2013/14	2014/15	2015/16	2016/17
Indonesian	34	20	27	25	39
Filipino	192	210	199	182	199
Indian	378	364	411	444	463
Pakistani	429	430	478	488	468
Nepalese	331	303	309	306	334
Japanese	329	321	315	312	282
Thai	32	31	36	21	34
Korean	103	108	113	116	105
Other Asian	94	106	168	151	125
White	1 352	1 490	1 208	1 271	1 189
Others	446	467	506	547	592
Total	3 720	3 850	3 770	3 863	3 830

K2	2012/13	2013/14	2014/15	2015/16	2016/17
Indonesian	22	25	22	47	33
Filipino	197	225	242	223	191
Indian	387	399	392	432	473
Pakistani	547	478	503	513	539
Nepalese	303	337	315	335	316
Japanese	310	274	255	238	260
Thai	40	38	36	39	35
Korean	109	96	113	99	149
Other Asian	50	71	158	142	126
White	1 446	1 528	1 304	1 273	1 258
Others	454	503	500	527	604
Total	3 865	3 974	3 840	3 868	3 984

K3	2012/13	2013/14	2014/15	2015/16	2016/17
Indonesian	10	24	27	25	31
Filipino	194	207	200	221	194
Indian	258	270	275	266	306
Pakistani	497	506	505	502	508
Nepalese	273	310	330	325	328
Japanese	259	239	202	206	196
Thai	42	31	32	20	38
Korean	42	53	58	46	56
Other Asian	22	51	103	93	87
White	873	821	733	676	804
Others	306	334	293	370	346
Total	2 776	2 846	2 758	2 750	2 894

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 2012/13 to 2016/17 school years

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
Number of NCS Students	2016/17			
	Kindergarten	Primary	Secondary	Special
Less than 10	361	207	175	33
10 - 30	113	69	56	17
31 - 50	37	13	10	0
51 or above	68	36	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**EDB103****(Question Serial No. 0279)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

Regarding the attendance of public examinations and other territory-wide examinations by students with special educational needs (SEN), please provide the information of the past 5 years (2012/13 to 2016/17 school years):

(a) among the students with SEN who have attended the Hong Kong Diploma of Secondary Education (HKDSE) Examination, the number of students applied 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 from 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 in public examinations;

(d) details of various special examination arrangements currently available from mainstream schools for students with SEN sitting for the Pre-Secondary One Hong Kong Attainment Test and Territory-wide System Assessment, as well as the Education Bureau's expenditure on providing such special examination arrangements in the past 5 years.

Asked by: Hon IP Kin-yuen (Member Question No. 24)

Reply:

(a) The number of students with SEN applying for special examination arrangements in the HKDSE Examination in the past five years from the 2012/13 to 2016/17 school years, listed by categories of SEN and special examination arrangements is at **Appendix**.

(b) For the 2012/13 to 2015/16 school years, about 330, 400, 410 and 470 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 types of SEN and special arrangements 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
2016	HKDSE	1	0	2	2	8	16	29

- (c) The expenditure incurred by the Hong Kong Examinations and Assessment Authority (HKEAA) on the provision of special examination arrangements for Hong Kong Advanced Level Examination (HKALE) and HKDSE Examination in the past five years is as follows -

School Year	Expenditure (\$ million)
2012/13	3.4
2013/14	7.2
2014/15	10.7
2015/16	12.1
2016/17	15.2*

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 2016 to January 2017 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 \$460,000 for this purpose in the past five years from the 2012/13 to 2016/17 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)
2012/13	0.21
2013/14	0.12
2014/15	0.13
2015/16	0.09
2016/17	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 2012/13 to 2016/17
(by Categories of Special Educational Needs)

Year of Examination	Examination	Physical Disabilities	Visual Disabilities	Aural Disabilities	Oral Disabilities	Specific Learning Disabilities	Other Disabilities	Total
2013	HKDSE	100	71	224	110	461	242	1 208
2014	HKDSE	136	69	246	135	619	393	1 598
2015	HKDSE	147	79	217	139	697	467	1 746
2016	HKDSE	115	56	269	128	881	598	2 047
2017	HKDSE *	106	56	281	147	1 061	738	2 389

Numbers of Students Applying for Special Examination Arrangements in the HKDSE from 2012/13 to 2016/17
(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 Word Processor	Use of Screen Reader	Speech-to-text Software
2013	HKDSE	891	717	9	79	1	327	108	1	17	68	N/A
2014	HKDSE	1 216	1 065	3	75	0	146	105	1	23	86	N/A
2015	HKDSE	1 689^	1 271	9	98	1	151	89	2	24	95	N/A
2016	HKDSE	2 002^	1 624	9	79	2	150	82	8	29	127	N/A
2017	HKDSE *	2 354^	1 944	7	77	0	156	80	4	17	171	147

* Figures as at 1 March 2017

^ Including both written and speaking examinations

- End -

CONTROLLING OFFICER'S REPLY**EDB104****(Question Serial No. 0280)**

Head: (156) Government Secretariat: Education Bureau

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

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

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 the following information for the past 5 years (i.e. 2012/13 to 2016/17 academic years):

- (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, with a breakdown by institution and by type of students;
- (b) the number of student hostels in these institutions provided with barrier-free facilities (in terms of hostel places); and
- (c) the numbers of local non-Chinese speaking students admitted to these institutions, with a breakdown by institution and by Chinese qualifications held by these students.

Asked by: Hon IP Kin-yuen (Member Question No. 25)

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 2012/13 to 2016/17 academic years by type is at **Annex A**. As the information was collected for policy analysis purpose and some institutions have expressed concerns about the use of data, we consider it inappropriate to list the number of SEN students by individual institutions. We do not have information on the expenditure arising from the support of SEN students by institution.
- (b) We do not have information on the number of hostel places specifically with barrier-free facilities, yet we understand from the self-financing post-secondary institutions providing student hostels that their student hostels have barrier-free facilities installed in general.
- (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 2012/13 to 2016/17 academic years by institution are at **Annex B**. We do not have statistics confining to local non-Chinese speaking students or by Chinese qualifications of the students.

**Numbers of Students with SEN ^(Note 1) Pursuing Full-time Locally-accredited Self-financing
Sub-degree and Undergraduate Programmes by Type
from the 2012/13 to 2016/17 Academic Years**

Type of SEN	Academic Year				
	2012/13	2013/14	2014/15	2015/16	2016/17
Specific Learning Disabilities	28	41	61	82	103
Intellectual Disabilities	0	0	0	0	0
Autism Spectrum Disorders	13	14	21	26	40
Attention Deficit / Hyperactivity Disorder	9	17	34	64	83
Physical Disability	35	38	62	49	44
Visual Impairment	47	43	41	45	44
Hearing Impairment	45	57	79	64	56
Speech and Language Impairment	5	8	12	16	28
Others ^(Note 2)	70	52	102	98	106
Total	252	270	412	444	504

Notes:

1. The number of students with SEN is based on information 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 2012/13 to 2016/17 Academic Years**

Academic Year	Institution	No. of Non-Chinese Speaking Students		
		Sub-degree	Undergraduate	Total
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
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

Academic Year	Institution	No. of Non-Chinese Speaking Students		
		Sub-degree	Undergraduate	Total
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
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	1003

Academic Year	Institution	No. of Non-Chinese Speaking Students		
		Sub-degree	Undergraduate	Total
2016/17	Caritas Bianchi College of Careers	1	0	1
	Caritas Institute of Higher Education	2	7	9
	Centennial College	0	53	53
	Chu Hai College of Higher Education	0	5	5
	City University of Hong Kong	240	32	272
	HKU SPACE Po Leung Kuk Stanley Ho Community College	80	0	80
	Hong Kong Art School	1	1	2
	Hong Kong Baptist University	9	0	9
	Hong Kong College of Technology	1	0	1
	Hong Kong Institute of Technology	2	0	2
	Hong Kong Shue Yan University	0	3	3
	Lingnan University	11	0	11
	SCAD Foundation (Hong Kong) Limited / Savannah College of Art and Design, Inc.	0	207	207
	The Hong Kong Polytechnic University	6	13	19
	The Hong Kong University of Science and Technology	0	107	107
	The Open University of Hong Kong	25	2	27
	The University of Hong Kong	109	34	143
	Tung Wah College	1	22	23
	Vocational Training Council	168	43	211
	Yew Chung Community College	35	0	35
	Total	691	529	1220

– End –

CONTROLLING OFFICER'S REPLY**EDB105****(Question Serial No. 0281)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (7) Post-secondary, 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 of the numbers of students with special educational needs, students with disabilities and local non-Chinese speaking students admitted to the member institutions of the Vocational Training Council in the past 5 years (2012/13 to 2016/17 academic years), as well as the details of support measures for these students and the expenditure involved.

Asked by: Hon IP Kin-yuen (Member Question No. 26)

Reply:

The numbers of students with special educational needs (SEN) (including students with disabilities) and local non-Chinese speaking (NCS) students from the 2012/13 to 2016/17 academic years (AY) studying in the member institutions of the Vocational Training Council (VTC) are set out below –

Type of Student / Institution	2012/13 AY	2013/14 AY	2014/15 AY	2015/16 AY	2016/17 AY (provisional)
Number of Students with SEN ^(Note 1)	577	657	955	1 087	1 318
<i>Technological and Higher Education Institute of Hong Kong</i>	0	0	3	5	18
<i>School for Higher and Professional Education</i>	17	11	17	9	12
<i>Hong Kong Institute of Vocational Education / Hong Kong Design Institute</i>	244	268	421	487	572
<i>Youth College</i>	304	352	478	561	639
<i>Hotel and Tourism Institute / Chinese Culinary Institute / International Culinary Institute</i>	12	26	36	25	77
Number of NCS Students ^(Notes 1 & 2)	757	1 018	1 145	1 048	937
<i>Technological and Higher Education Institute of Hong Kong</i>	0	7	13	23	36
<i>Hong Kong Institute of Vocational Education / Hong Kong Design Institute</i>	293	544	700	624	580
<i>Youth College</i>	146	168	180	181	160
<i>Hotel and Tourism Institute / Chinese Culinary Institute / International Culinary Institute</i>	318	299	252	220	161

Note:

1. The number of students includes students in publicly-funded and self-financing programmes offered by VTC.
2. In the 2012/13 AY, 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.

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.

- End -

CONTROLLING OFFICER'S REPLY

EDB106

(Question Serial No. 0282)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education, (3) Primary Education, (4) Secondary Education, (5) Special Education, (6) Other Educational Services and Subsidies, (7) Post-secondary, 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, the Education University of Hong Kong, 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 2017-18.

Asked by: Hon IP Kin-yuen (Member Question No. 29)

Reply:

The respective financial provisions under the General Revenue Account and unit costs are set out in the **Annex**.

	Financial Provision					Unit Cost				
	2013-14 Actual	2014-15 Actual	2015-16 Actual	2016-17 Revised Estimate	2017-18 Estimate	2013-14 Actual	2014-15 Actual	2015-16 Actual	2016-17 Revised Estimate	2017-18 Estimate
	\$ million	\$ million	\$ million	\$ million	\$ million	\$	\$	\$	\$	\$
Kindergartens and Kindergarten-cum-child care centres under the Child Care Centre Subsidy Scheme, the Pre-primary Education Voucher Scheme and Free Quality Kindergarten Education Scheme ¹	2,277	2,552	2,973	3,429	5,185	N/A	N/A	N/A	N/A	N/A
Government primary schools ²	940	1,013	1,092	1,188	1,218	54,623	59,057	63,116	67,470	68,010
Aided primary schools	11,405	12,514	13,611	14,525	15,137	47,186	51,645	55,123	57,260	57,500
English Schools Foundation Junior Schools	117	119	119	109	92	20,915	21,214	21,133	21,520	22,250
Primary schools under the Direct Subsidy Scheme	660	729	803	845	884	45,278	49,019	52,919	54,900	55,660
Government secondary schools ²	1,396	1,460	1,508	1,602	1,610	62,767	68,761	73,787	80,480	82,620
Aided secondary schools	18,255	19,326	20,134	20,787	20,909	53,987	61,422	68,703	75,320	78,880
Caput schools	111	97	95	96	95	56,334	56,937	67,921	72,660	76,520
English Schools Foundation Secondary Schools	170	171	171	172	172	28,962	29,030	29,098	29,190	29,260
Secondary schools under the Direct Subsidy Scheme	2,462	2,654	2,861	2,994	3,130	49,390	53,893	59,401	63,570	65,770
Aided special schools	1,822	2,011	2,190	2,324	2,452	203,472	225,834	247,036	263,270	273,980
Vocational Training Council ³										
- Higher technician / technician level	}	2,082	2,182	2,303	2,456	81,200	85,000	87,300	93,300	95,500
- Craft level										
University Grants Committee-funded Universities ⁴	14,989	15,983	17,465	18,485	18,513	222,422	228,213	243,075	247,440	284,280
The Education University of Hong Kong ⁴	655	701	741	836	855	151,897	158,128	166,343	182,220	198,130

There is no direct government funding to the adult education providers. Students taking courses under 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, the Pre-primary Education Voucher Scheme (PEVS) as well as the new Free Quality Kindergarten Education Scheme (KG Scheme) which will be implemented with effect from the 2017/18 school year. For 2016-17 and before, unit cost is not applicable 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. For 2017-18, unit cost is not applicable as the full year effect of new KG scheme is yet to be reflected.
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 and professional education courses offered by the Hong Kong Institute of Vocational Education, Hong Kong Design Institute, Youth College and other training institutes of VTC. The unit costs are calculated on an academic year and a full-time-equivalent basis.
4. Subventions to individual universities under Head 190 University Grants Committee are as follows –

	2013-14 Actual	2014-15 Actual	2015-16 Actual	2016-17 Revised Estimate	2017-18 Estimate
	\$ million	\$ million	\$ million	\$ million	\$ million
City University of Hong Kong	1,757	1,939	2,215	2,362	2,363
Hong Kong Baptist University	897	992	1,101	1,164	1,166
Lingnan University	363	379	413	426	417
The Chinese University of Hong Kong	3,551	3,752	4,023	4,177	4,141
The Education University of Hong Kong	655	701	741	836	855
The Hong Kong Polytechnic University	2,380	2,536	2,739	2,955	2,994
The Hong Kong University of Science and Technology	1,865	1,989	2,112	2,263	2,284
The University of Hong Kong	3,522	3,695	4,121	4,302	4,293
Total*	14,989	15,983	17,465	18,485	18,513

*Figures may not add up to the total 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 2017/18 estimate is calculated based on the approved student number targets and does not assume any over-enrolment, whereas the unit cost for the years 2013/14 to 2016/17 is calculated based on the actual student number with over-enrolment, hence higher unit cost in 2017/18. In practice, universities 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**EDB107****(Question Serial No. 0283)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not SpecifiedProgramme: (2) Pre-primary Education, (3) Primary Education, (4) Secondary Education, (5) Special Education, (6) Other Educational Services and Subsidies, (7) Post-secondary, 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 2015-16 to 2017-18:

- (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. 30)Reply:

- (a) There is no injection to education funds under the General Revenue Account (GRA) in 2017-18 and the injections in 2015-16 and 2016-17 are:

	Particulars	Education Level	Amount involved \$ million
2015-16	Injection for setting up the Qualifications Framework Fund	Post-secondary, Vocational and Professional Education	1,000
2016-17	Injection for setting up the Gifted Education Fund	No designated education level	800

- (b) The non-recurrent grants/capital subventions items under GRA with significant cashflow in the years concerned and by education level are:

	2015-16 Actual \$ million	2016-17 Revised Estimate \$ million	2017-18 Estimate \$ million
Post-secondary, Vocational and Professional Education			
- Seventh Matching Grant Scheme for the self-financing post-secondary education sector	-	-	300.0
- Study Subsidy Scheme for Designated Professions/Sectors	61.3	125.8	202.5
- Yi Jin Diploma	98.4	85.0	85.0
- Grant to Vocational Training Council (VTC) for implementing the Pilot Training and Support Scheme	6.6	43.8	66.0
- Scholarship Scheme for Studying Outside Hong Kong	20.6	38.0	63.8
- Acquisition of furniture and equipment and information technology systems in VTC	57.7	45.4	51.2
- Pilot Subsidy Scheme for Students of Professional Part-time Programmes	-	7.3	35.1
- Qualifications Framework Support Schemes	40.0	37.5	26.7
- Mainland University Study Subsidy Scheme	5.9	9.7	9.7
- Pilot Mainland Experience Scheme for Post-secondary Students	7.6	20.3	-
Secondary Education			
- Maintenance, repairs and minor improvement projects	364.9	413.2	445.1
- One-off Grant for the promotion of Chinese history and culture	-	-	64.8
- Pilot Scheme on Promoting Interflows between Sister Schools in Hong Kong and the Mainland	-	22.7	64.7
- Implementation of the Fourth Strategy on Information Technology in Education	20.4	11.9	8.6
- One-off Grant to Secondary Schools for Promotion of STEM Education	-	84.4	6.2
Primary Education			
- Maintenance, repairs and minor improvement projects in primary schools	324.5	347.2	373.9
- Pilot Scheme on Promoting Interflows between Sister Schools in Hong Kong and the Mainland	-	23.3	68.3
- One-off Grant for the promotion of Chinese history and culture	-	-	45.5
- Implementation of the Fourth Strategy on Information Technology in Education	18.3	14.4	8.3
Special Education			
- Maintenance, repairs and minor improvement projects in special schools	42.0	66.2	71.2
- Pilot Scheme on Promoting Interflows between Sister Schools in Hong Kong and the Mainland	-	2.4	8.6
- One-off Grant for the promotion of Chinese history and culture	-	-	9.0
- Implementation of the Fourth Strategy on Information Technology in Education	1.9	1.4	0.8
- One-off Grant to Secondary Schools for Promotion of STEM Education	-	6.2	-
Pre-primary Education			
- One-off start-up grant for kindergartens joining the Free Quality Kindergarten Education Scheme	-	220.0	-

- End -

CONTROLLING OFFICER'S REPLY

EDB108

(Question Serial No. 0289)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

- (1) Please provide the respective numbers of Hong Kong students pursuing undergraduate, taught postgraduate and research postgraduate programmes in Mainland universities in each of the past 5 years (2012/13 to 2016/17 academic years), broken down by institution.
- (2) 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 (2012/13 to 2016/17 academic years).
- (3) Please provide the respective numbers of Hong Kong student applicants and those finally admitted under the Admission Scheme in each of the past 5 years (2012/13 to 2016/17 academic years), broken down by institution.
- (4) 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 (2012/13 to 2016/17 academic years).
- (5) 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 (2012/13 to 2016/17 academic years).
- (6) 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 (2012/13 to 2016/17 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. 31)

Reply:

- (1) 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 undergraduate and postgraduate programs in Mainland higher education institutions was 15 175 as at December 2016.
- (2) 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, 78 and 84 in the 2012/13, 2013/14, 2014/15, 2015/16 and 2016/17 academic years respectively, list of which can be downloaded from the website of the Education Bureau at www.edb.gov.hk/expo2011,

- (3) The number of students enrolling in the Admission Scheme in the 2012/13, 2013/14, 2014/15, 2015/16 and 2016/17 academic years was 4 248, 2 284, 3 249, 2 988 and 2 689 respectively whereas the number of students admitted under the scheme was 976, 1 188, 1 535, 1 444 and 1 391 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, 2015/16 and 2016/17 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, 2016/17 and 2017/18 academic years, which can be downloaded from the website of the Education Bureau at www.edb.gov.hk/expo13, www.edb.gov.hk/expo14, www.edb.gov.hk/expo15 and www.edb.gov.hk/expo16 respectively.
- (4) & (5) As regards the Hong Kong Diploma of Secondary Education examination results attained by those students who had applied or were admitted under the Admission Scheme over the years, we do not maintain such records.
- (6) 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**EDB109****(Question Serial No. 0293)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) 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 (MUSSS) 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. In this connection, please advise of the following:

- (1) the number of applications made under the MUSSS and the number of students receiving full grants and half grants in the past 3 years (2014/15 to 2016/17 academic years) by institution, as well as the institutions and programmes involved.
- (2) the number of students under the subsidy of MUSSS who dropped out in the past 3 years (2014/15 to 2016/17 academic years) by institution.
- (3) the number of civil servants in the Education Bureau handling matters relating to the MUSSS. 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. 32)

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 in the Mainland under the Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions (Admission Scheme). Students having passed 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. To better support Hong Kong students in pursuing undergraduate studies in the Mainland and ensure that no students will be deprived of post-secondary education opportunity due to a lack of means, starting from the 2016/17 academic year, the MUSSS has been expanded to support needy Hong Kong students pursuing undergraduate studies in designated Mainland institutions, irrespective of the channels of their admission to these institutions.

For the 2014/15 academic year, 448 applications were received, with 152 applicants eligible to receive the full-rate subsidy and 111 applicants to receive the half-rate subsidy. For the 2015/16 academic year, 336 new applications were received, with 161 applicants eligible to receive the full-rate subsidy and 75 applicants to receive the half-rate subsidy. Including both newly approved applications and successful renewals, subsidy was provided to 479 students in total, with 304 receiving the full-rate subsidy and 175 receiving the half-rate subsidy. For the 2016/17 academic year, as at 28 February 2017, 1 963 new applications were received, with 1 162 applicants eligible to receive the full-rate subsidy and 524 applicants to receive the half-rate subsidy. Including both newly approved applications and successful renewals,

subsidy was provided to 2 144 students in total, with 1 459 receiving the full-rate subsidy and 685 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, 2015/16 and 2016/17 academic years are set out in the Annexes 1, 2 & 3 respectively. Breakdown of the applicants by discipline is set out in the Annex 4.

2. Five cases of attrition among the students in receipt of the subsidy under the MUSSS have been reported so far.

3. Apart from the five civil service posts (namely, one Executive Officer I, two Clerical Officers and two Assistant Clerical Officers) 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 the 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

* Institution did not participate 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 the 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 did not participate in the Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions for the 2015/16 academic year.

Mainland University Study Subsidy Scheme

**Breakdown of the Applicants by Institutions
for the 2016/17 Academic Year
(as at 28 February 2017)**

Mainland higher education institutions	Total number of applicants	Number of applicants receiving full-rate subsidy	Number of applicants receiving half-rate subsidy
Beijing Foreign Studies University	1	0	0
Beijing Institute of Fashion Technology	8	5	1
Beijing Language and Culture University	2	1	1
Beijing Normal University	6	3	2
Beijing Normal University, Zhuhai	17	2	2
Beijing Sport University	5	1	1
Beijing University of Chinese Medicine	58	31	18
Central China Normal University	6	3	1
Central South University	1	1	0
Chengdu University of Traditional Chinese Medicine	12	6	3
China University of Political Science and Law	18	13	4
Chongqing University	3	3	0
Communication University of China	1	1	0
Donghua University	5	4	0
East China Normal University	7	3	3
East China University of Political Science and Law	3	1	1
East China University Of Science And Technology	1	1	0
Fudan University	4	3	0
Fujian Agriculture and Forestry University*	1	0	0
Fujian Normal University	11	6	4
Fujian University of Traditional Chinese Medicine	5	4	0
Fuzhou University	5	4	1
Guangdong University of Finance	3	0	0
Guangdong University of Finance and Economics	3	2	1
Guangdong University of Foreign Studies	6	3	2
Guangxi University Chinese Medicine	35	21	6
Guangzhou Medical University	3	2	1
Guangzhou University	15	7	4
Guangzhou University of Chinese Medicine	253	149	76
Huaqiao University	203	126	45
Huazhong University of Science & Technology	1	1	0
Hubei University of Chinese Medicine	1	0	0
Hunan Normal University	4	3	1
Jiangxi University of Traditional Chinese Medicine	2	1	0
Jilin University	1	1	0
Jimei University	5	3	1
Jinan University	849	514	243
Nanchang University	3	1	1
Nanjing Normal University	9	6	2
Nanjing University	5	3	1
Nanjing University of Chinese Medicine	63	38	16

Nankai University	8	5	2
Ningbo University	2	2	0
Ocean University of China	1	0	1
Peking University	10	6	2
Renmin University of China	4	2	1
Shandong University	9	2	3
Shanghai International Studies University	4	0	2
Shanghai Jiao Tong University	4	2	1
Shanghai Normal University	5	2	3
Shanghai University of Traditional Chinese Medicine	5	4	1
Shantou University	3	1	0
Shaoguan University	1	1	0
Shenzhen University	15	9	3
Sichuan Normal University	3	1	0
Sichuan University	13	9	4
South China Normal University	2	1	0
South China University of Technology	7	5	2
Southern Medical University	4	3	1
Southwest University	3	2	0
Southwest University of Political Science and Law	2	2	0
Sun Yat-sen University	140	82	38
The Guangzhou Academy of Fine Arts	4	2	2
Tianjin Normal University	2	1	0
Tianjin University	1	0	1
Tianjin University of Traditional Chinese Medicine	3	3	0
Tongji University	3	1	1
Tsinghua University	6	5	1
University of International Business and Economics	5	5	0
Wuhan University	16	8	5
Xiamen University	19	11	5
Xinghai Conservatory of Music	1	0	1
Yunnan Normal University	1	0	0
Yunnan University of TCM*	1	0	0
Zhejiang Sci-Tech University	2	1	0
Zhongnan University of Economics and Law	10	7	2
Total:	1 963	1 162	524

* Institution which is not one of the designated Mainland institutions for the 2016/17 academic year.

Mainland University Study Subsidy Scheme**Breakdown of the Applicants by Discipline**

Discipline	Total number of applicants		
	2014/15 Academic Year	2015/16 Academic Year	2016/17 Academic Year
Architecture	5	5	40
Arts	57	50	220
Business, Economics and Finance	93	69	509
Chinese Medicine	109	79	547
Communications and Journalism	19	17	135
Dentistry, Medicine and Veterinary Medicine	26	25	114
Design	11	16	42
Education	13	5	28
Engineering	12	11	69
Law	25	21	52
Performing Arts	10	2	5
Politics and Public Administration	13	6	20
Science	24	10	62
Tourism	11	7	52
Others	20	13	68
Total:	448	336	1 963

- End -

CONTROLLING OFFICER'S REPLY

EDB110

(Question Serial No. 0295)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not specified
Programme: (8) 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:

- (1) provide the information on the respective dates, venues, themes and turnouts of the Mainland Higher Education Expos held in the past 5 years (from the 2012/13 to 2016/17 academic years);
- (2) 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 2012/13 to 2016/17 academic years); and
- (3) 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 2012/13 to 2016/17 academic years) and provide information on their ranks and the amount of public funds involved.

Asked by: Hon IP Kin-yuen (Member Question No. 33)

Reply:

- (1) 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 since 2011 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
3 & 4 December 2012	KITEC [^]	Details and arrangements of the Admission Scheme and the latest development on further studies in the Mainland.	7 000
23 & 24 November 2013	KITEC [^]		7 500
1 & 2 November 2014	KITEC [^]		9 000
7 & 8 November 2015	KITEC [^]		12 000
17 & 18 December 2016	HKCEC [*]		10 000

[^] Kowloonbay International Trade & Exhibition Centre (KITEC)

^{*} Hong Kong Convention and Exhibition Centre (HKCEC)

(2) 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)
2012-13	2.43
2013-14	2.48
2014-15	2.54
2015-16	3.23
2016-17	3.58

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.

(3) 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

EDB111

(Question Serial No. 0296)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

- (1) Please give a breakdown of the total number of courses, estimated intakes, actual intakes, 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 by institution and year of study over the past 5 years (i.e. 2012/13 to 2016/17 academic years) ;
- (2) Please give a breakdown of the total number of courses, estimated intakes, actual intakes, unit cost as well as the tuition fees of the taught postgraduate and research postgraduate programmes offered by self-financing post-secondary institutions by institution and year of study over the past 5 years (i.e. 2012/13 to 2016/17 academic years); and
- (3) Over the past 5 years (i.e. 2012/13 to 2016/17 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. 34)

Reply:

(1) and (2)

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 2012/13 to 2016/17 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 2012/13 to 2016/17 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.

(3)

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 2012/13 to 2016/17 Academic Years**

Institution	2012/13 Academic Year			2013/14 Academic Year			2014/15 Academic Year			2015/16 Academic Year			2016/17 Academic Year		
	Number of Programmes			Number of Programmes			Number of Programmes			Number of Programmes			Number of Programmes		
	Sub-degree ^[1]	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	4	-	-	4	-	-	4	-	-	4	-	-	4	-	-
Caritas Institute of Community Education	-	-	-	-	-	-	2	-	-	6	-	-	6	-	-
Caritas Institute of Higher Education	6	1	1	6	3	1	6	4	5	6	5	8	6	5	8
Centennial College	-	2	2	-	2	2	-	2	2	-	2	2	-	2	2
Chu Hai College of Higher Education	-	11	-	-	11	-	-	11	-	-	15	-	-	15	-
City University of Hong Kong and its School of Continuing and Professional Education and Community College of City University	36	-	22	36	-	22	36	-	13	34	-	13	34	6	16
Gratia Christian College	-	-	-	-	-	-	-	-	-	-	3	-	-	3	-
Hang Seng Management College	1	5	3	1	5	3	1	10	4	-	11	3	-	14	8
HKCT Institute of Higher Education	-	-	-	-	-	-	-	1	1	-	1	1	-	1	1
HKU SPACE Po Leung Kuk Stanley Ho Community College	19	-	-	22	-	-	23	-	-	23	-	-	25	-	-
Hong Kong Adventist College	1	-	-	1	-	-	-	-	-	-	-	-	-	-	-
Hong Kong Art School	2	1	-	2	1	-	2	1	-	2	1	-	1	1	-
Hong Kong Baptist University and its School of Continuing Education and College of International Education	25	-	10	28	-	10	30	1	17	34	1	18	38	1	18
Hong Kong College of Technology	22	-	-	23	-	-	22	-	-	17	-	-	17	-	-
Hong Kong Institute of Technology	3	6	6	3	5	5	3	5	5	4	5	5	4	5	5
Hong Kong Nang Yan College of Higher Education	3	-	-	4	-	-	4	2	2	3	4	4	2	5	5
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	44	-	-	39	-	-	35	-	-	17	-	-	27	-	-
Pui Ching Academy	2	-	-	4	-	-	-	-	-	-	-	-	-	-	-
Sacred Heart Canossian College of Commerce	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SCAD Foundation(Hong Kong) Limited	-	8	-	-	13	-	-	13	-	-	13	-	-	13	-
School of Continuing and Professional Studies, The Chinese University of Hong Kong	28	-	4	30	-	4	32	-	6	27	-	7	24	-	5

Institution	2012/13 Academic Year			2013/14 Academic Year			2014/15 Academic Year			2015/16 Academic Year			2016/17 Academic Year		
	Number of Programmes			Number of Programmes			Number of Programmes			Number of Programmes			Number of Programmes		
	Sub-degree ^[1]	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
The Education University of Hong Kong	4	5	6	3	6	2	4	7	6	2	7	6	-	7	7
The Hong Kong Polytechnic University and its School of Professional Education and Executive Development and Hong Kong Community College	36	-	23	35	-	26	35	-	30	35	-	27	34	-	29
The Hong Kong University of Science and Technology	-	-	-	-	-	-	-	1	-	-	1	-	-	1	-
The Open University of Hong Kong - Proper and Li Ka Shing Institute of Professional and Continuing Education	9	34	25	10	29	25	16	33	32	23	28	39	12	32	48
The University of Hong Kong - HKU SPACE and HKU SPACE Community College	27	1	1	32	4	4	35	4	5	29	4	17	28	4	14
Tung Wah College	3	5	3	4	6	3	3	6	4	2	6	4	5	7	5
Vocational Training Council	32	6	14	32	9	21	28	12	43	26	16	45	27	20	53
Yew Chung Community College	3	-	-	3	-	-	4	-	-	1	-	-	1	-	-
YMCA College of Careers	3	-	-	3	-	-	2	-	-	4	-	-	4	-	-

Notes:

[1] Includes 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 2012/13 to 2016/17 Academic Years**

Institution	2012/13 Academic Year				2013/14 Academic Year				2014/15 Academic Year				2015/16 Academic Year				2016/17 Academic Year			
	Estimated Intakes				Estimated Intakes				Estimated Intakes				Estimated Intakes				Estimated Intakes			
	Sub-Degree [1]	First-year-first-degree	Top-up Degree	Total	Sub-degree	First-year-first-degree	Top-up Degree	Total	Sub-degree	First-year-first-degree	Top-up Degree	Total	Sub-degree	First-year-first-degree [2]	Top-up Degree	Total	Sub-degree	First-Year-First-Degree [2]	Top-up Degree	Total
Caritas Bianchi College of Careers	340	-	-	340	400	-	-	400	290	-	-	290	270	-	-	270	185	-	-	185
Caritas Institute of Community Education	-	-	-	-	-	-	-	-	60	-	-	60	296	-	-	296	132	-	-	132
Caritas Institute of Higher Education	360	480	80	920	400	360	30	790	340	660	200	1 200	300	360	345	1 005	195	330	325	850
Centennial College	-	400	320	720	-	240	320	560	-	320	320	640	-	440	320	760	-	440	320	760
Chu Hai College of Higher Education	-	1 450	-	1 450	-	725	-	725	-	880	-	880	-	1 030	-	1 030	-	1 040	-	1 040
City University of Hong Kong and its School of Continuing and Professional Education and Community College of City University	3 525	-	1 142	4 667	3 500	-	1 634	5 134	3 600	-	1 848	5 448	2 500	-	1 930	4 430	2 900	380	1 615	4 895
Gratia Christian College	-	-	-	-	-	-	-	-	-	-	-	-	-	180	-	180	-	180	-	180
Hang Seng Management College	200	1 295	130	1 625	140	801	69	1 010	140	1 513	99	1 752	-	1 282	215	1 497	-	1 300	260	1 560
HKCT Institute of Higher Education	-	-	-	-	-	-	-	-	-	20	20	40	-	25	25	50	-	15	25	40
HKU SPACE Po Leung Kuk Stanley Ho Community College	1 591	-	-	1 591	2 040	-	-	2 040	2 000	-	-	2 000	1 900	-	-	1 900	1 960	-	-	1 960
Hong Kong Adventist College	40	-	-	40	40	-	-	40	-	-	-	-	-	-	-	-	-	-	-	-
Hong Kong Art School ^[3]	55	65	-	120	55	65	-	120	80	65	-	145	80	65	-	145	50	65	-	115
Hong Kong Baptist University and its School of Continuing Education and College of International Education	3 090	-	630	3 720	2 055	-	730	2 785	1 957	120	900	2 977	1 993	120	1 450	3 563	1 993	120	1365	3 478
Hong Kong College of Technology	945	-	-	945	1 030	-	-	1 030	1 005	-	-	1 005	375	-	-	375	275	-	-	275
Hong Kong Institute of Technology	460	140	90	690	662	210	130	1 002	300	250	170	720	300	100	191	591	200	150	191	541
Hong Kong Nang Yan College of Higher Education	300	-	-	300	300	-	-	300	90	120	40	250	90	120	80	290	60	180	100	340
Hong Kong Shue Yan University	-	1 314	-	1 314	-	1 500	-	1 500	-	1 323	-	1 323	-	1 283	-	1 283	-	1 245	-	1 245
Kaplan Business and Accountancy School	160	-	-	160	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0
Lingnan University and its Community College at Lingnan University and Lingnan Institute of Further Education	2 880	-	-	2 880	2 000	-	-	2 000	1 665	-	-	1 665	680	-	-	680	650	-	-	650
Pui Ching Academy	120	-	-	120	150	-	-	150	260	-	-	260	-	-	-	-	-	-	-	-
Sacred Heart Canossian College of Commerce	160	-	-	160	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SCAD Foundation (Hong Kong) Limited / Savannah College of Art and Design, Inc.	-	228	-	228	-	175	-	175	-	225	-	225	-	300	-	300	-	300	-	300
School of Continuing and Professional Studies, The Chinese University of Hong Kong	1 420	-	185	1 605	1 650	-	270	1 920	1 500	-	415	1 915	1 400	-	455	1 855	1 210	-	455	1 665
The Education University of Hong Kong	285	271	104	660	250	355	112	717	226	380	139	745	126	379	139	644	-	334	140	474
The Hong Kong Polytechnic University and its School of Professional Education and Executive Development and Hong Kong Community College	4 500	-	1 725	6 225	4 000	-	1 877	5 877	4 000	-	2 230	6 230	3 640	-	2 065	5 705	3 675	-	2 158	5 833

Institution	2012/13 Academic Year				2013/14 Academic Year				2014/15 Academic Year				2015/16 Academic Year				2016/17 Academic Year			
	Estimated Intakes				Estimated Intakes				Estimated Intakes				Estimated Intakes				Estimated Intakes			
	Sub-Degree [1]	First-year-first-degree	Top-up Degree	Total	Sub-degree	First-year-first-degree	Top-up Degree	Total	Sub-degree	First-year-first-degree	Top-up Degree	Total	Sub-degree	First-year-first-degree [2]	Top-up Degree	Total	Sub-degree	First-Year-first-Degree [2]	Top-up Degree	Total
The Hong Kong University of Science and Technology	-	-	-	-	-	-	-	-	-	45	-	45	-	45	-	45	-	45	-	45
The Open University of Hong Kong and Li Ka Shing Institute of Professional and Continuing Education	420	1 353	1 134	2 907	740	371	886	1 997	1 035	1 796	1 256	4 087	1 440	1 460	1 380	4 280	1 080	1 710	1 050	3 840
The University of Hong Kong - HKU SPACE & HKU SPACE Community College	3 901	-	55	3 956	4 220	35	185	4 440	4 220	50	292	4 562	3 500	120	731	4 351	2 800	85	507	3 392
Tung Wah College	250	710	205	1 165	300	710	205	1 215	200	710	305	1 215	150	710	305	1 165	310	660	320	1 290
Vocational Training Council	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	2 610	1 010	2 978	6 598
Yew Chung Community College	220	-	-	220	420	-	-	420	180	-	-	180	120	-	-	120	120	-	-	120
YMCA College of Careers	105	-	-	105	40	-	-	40	90	-	-	90	90	-	-	90	80	-	-	80

Notes:

[1] Includes sub-degree programmes provided under the old academic structure.

[2] Figures include those for Study Subsidy Scheme for Designated Professions/Sectors with effect from the 2015/16 academic year.

[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 2012/13 to 2016/17 Academic Years**

Institution	2012/13 Academic Year				2013/14 Academic Year				2014/15 Academic Year				2015/16 Academic Year				2016/17 Academic Year			
	Actual Intakes				Actual Intakes				Actual Intakes				Actual Intakes				Actual Intakes ^[1]			
	Sub-degree ^[2]	First-year-first-degree	Top-up Degree	Total	Sub-degree	First-year-first-degree	Top-up Degree	Total	Sub-degree	First-year-first-degree	Top-up Degree	Total	Sub-degree	First-year-first-degree ^[3]	Top-up Degree	Total	Sub-degree	First-year-first-degree ^[3]	Top-up Degree	Total
Caritas Bianchi College of Careers	179	-	-	179	215	-	-	215	191	-	-	191	162	-	-	162	128	-	-	128
Caritas Institute of Community Education	-	-	-	-	-	-	-	-	36	-	-	36	88	-	-	88	92	-	-	92
Caritas Institute of Higher Education	180	60	43	283	216	73	64	353	207	307	130	644	174	283	121	578	158	277	105	540
Centennial College	-	231	54	285	-	154	77	231	-	105	119	224	-	75	62	137	-	25	10	35
Chu Hai College of Higher Education	-	852	-	852	-	309	-	309	-	381	-	381	-	169	-	169	-	166	-	166
City University of Hong Kong and its School of Continuing and Professional Education and Community College of City University	3 611	-	1 132	4 743	3 370	-	1 673	5 043	2 457	-	1 794	4 251	3 299	-	1 110	4 409	3 392	236	688	4 316
Gratia Christian College	-	-	-	-	-	-	-	-	-	-	-	-	-	51	-	51	-	18	-	18
Hang Seng Management College	318	1 636	121	2 075	106	755	65	926	85	1 479	89	1 653	-	1 071	136	1 207	-	1 174	251	1 425
HKCT Institute of Higher Education	-	-	-	-	-	-	-	-	-	@	@	@	-	-	8	8	-	@	@	@
HKU SPACE Po Leung Kuk Stanley Ho Community College	2 824	-	-	2 824	992	-	-	992	1 252	-	-	1 252	1 177	-	-	1 177	1 002	-	-	1 002
Hong Kong Adventist College ^[4]	1	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hong Kong Art School	93	68	-	161	54	42	-	96	60	61	-	121	42	36	-	78	72	114	-	186
Hong Kong Baptist University and its School of Continuing Education and College of International Education	2 853	-	672	3 525	1 750	-	693	2 443	1 861	132	982	2 975	1 888	126	950	2 964	1 874	137	898	2 909
Hong Kong College of Technology	206	-	-	206	336	-	-	336	268	-	-	268	207	-	-	207	216	-	-	216
Hong Kong Institute of Technology	476	51	62	589	587	71	127	785	230	193	248	671	215	13	138	366	221	60	119	400
Hong Kong Nang Yan College of Higher Education	12	-	-	12	20	-	-	20	5	8	15	28	12	25	13	50	0	12	12	24
Hong Kong Shue Yan University	-	1 354	-	1 354	-	1 495	-	1 495	-	1 262	-	1 262	-	1 337	-	1 337	0	817	-	817
Kaplan Business and Accountancy School	14	-	-	14	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Lingnan University and its Community College at Lingnan University and Lingnan Institute of Further Education	3 514	-	-	3 514	1 333	-	-	1 333	601	-	-	601	499	-	-	499	475	-	-	475
Pui Ching Academy ^[5]	-	-	-	-	3	-	-	3	-	-	-	-	-	-	-	-	-	-	-	-
Sacred Heart Canossian College of Commerce	116	-	-	116	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SCAD Foundation (Hong Kong) Limited / Savannah College of Art and Design, Inc.	-	155	-	155	-	178	-	178	-	129	-	129	-	115	-	115	-	119	-	119
School of Continuing and Professional Studies, The Chinese University of Hong Kong	1 410	-	163	1 573	979	-	295	1 274	1 171	-	387	1 558	1 074	-	220	1 294	957	-	137	1 094
The Education University of Hong Kong	333	295	119	747	181	350	109	640	212	358	126	696	115	288	131	534	-	284	125	409
The Hong Kong Polytechnic University and its School of Professional Education and Executive Development and Hong Kong Community College	4 704	-	1 746	6 450	3 810	-	1 776	5 586	3 591	-	2 133	5 724	3 713	-	1 806	5 519	4 224	-	1 701	5 925

Institution	2012/13 Academic Year				2013/14 Academic Year				2014/15 Academic Year				2015/16 Academic Year				2016/17 Academic Year			
	Actual Intakes				Actual Intakes				Actual Intakes				Actual Intakes				Actual Intakes ^[1]			
	Sub-degree ^[2]	First-year-first-degree	Top-up Degree	Total	Sub-degree	First-year-first-degree	Top-up Degree	Total	Sub-degree	First-year-first-degree	Top-up Degree	Total	Sub-degree	First-year-first-degree ^[3]	Top-up Degree	Total	Sub-degree	First-year-first-degree ^[3]	Top-up Degree	Total
The Hong Kong University of Science and Technology	-	-	-	-	-	-	-	-	-	41	-	41	-	48	-	48	-	56	-	56
The Open University of Hong Kong and Li Ka Shing Institute of Professional and Continuing Education	495	1 481	951	2 927	626	264	920	1 810	856	1 779	1 341	3 976	1 018	1 880	1 394	4 292	860	1 639	1 434	3 933
The University of Hong Kong - HKU SPACE & HKU SPACE Community College	5 181	-	39	5 220	2 532	57	230	2 819	2 911	71	349	3 331	2 719	60	486	3 265	2 932	50	315	3 297
Tung Wah College	274	464	112	850	231	475	165	871	78	394	181	653	107	363	118	588	236	350	129	715
Vocational Training Council	3 695	268	920	4 883	3 662	522	1 227	5 411	3 570	494	2 594	6 658	3 002	761	2 043	5 806	2 450	641	2 020	5 111
Yew Chung Community College	56	-	-	56	44	-	-	44	84	-	-	84	107	-	-	107	108	-	-	108
YMCA College of Careers	48	-	-	48	23	-	-	23	32	-	-	32	37	-	-	37	32	-	-	32

Notes:

[1] Provisional figures as at late October 2016. The final actual intakes may vary.

[2] Includes sub-degree programmes provided under the old academic structure.

[3] Figures include those for Study Subsidy Scheme for Designated Professions/Sectors with effect from the 2015/16 academic year.

[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 the institution.

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 2012/13 to 2016/17 Academic Years

Institution	Average Annual Tuition Fee (\$)														
	2012/13 Academic Year ^[1]			2013/14 Academic Year			2014/15 Academic Year			2015/16 Academic Year			2016/17 Academic Year		
	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	49,045 - 53,840	-	-	51,015 - 56,540	-	-	51,800 - 57,705	-	-	54,000 - 60,500	-	-	56,060 - 62,800	-	-
Caritas Institute of Community Education	-	-	-	-	-	-	48,500	-	-	46,000 - 48,500	-	-	47,250 - 53,250	-	-
Caritas Institute of Higher Education	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	56,060 - 60,730	69,105 - 101,640	70,580 - 71,970
Centennial College	-	87,000	92,000	-	87,000	92,000	-	87,000	92,000	-	94,000	99,000	-	94,000	99,000
Chu Hai College of Higher Education	-	55,000	-	-	53,429 - 61,500	-	-	65,000 - 65,833	-	-	68,500 - 69,333	-	-	71,500	-
City University of Hong Kong and its School of Continuing and Professional Education ^[2] and Community College of City University	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	47,250 - 83,900	73,200	69,881 - 101,280
Gratia Christian College	-	-	-	-	-	-	-	-	-	-	62,500	-	-	62,500	-
Hang Seng Management College	45,000	63,500	65,000	48,000	66,500	68,000	49,500	69,000	70,500	-	77,250	82,300	-	79,800	81,466 - 84,800
HKCT Institute of Higher Education	-	-	-	-	-	-	-	64,750	66,000	-	64,750	66,000	-	66,000	66,000
HKU SPACE Po Leung Kuk Stanley Ho Community College	51,150	-	-	52,500	-	-	52,500	-	-	55,000	-	-	55,000	-	-
Hong Kong Adventist College	39,600	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hong Kong Art School ^[2]	43,000	77,522	-	45,000	81,400	-	46,500	81,400	-	48,000	84,000	-	49,500	86,700	-
Hong Kong Baptist University and its School of Continuing Education and College of International Education	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	47,250 - 57,000	58,720	78,000 - 158,000
Hong Kong College of Technology	41,000 - 49,480	-	-	43,740 - 51,600	-	-	47,100 - 54,120	-	-	47,100 - 54,120	-	-	49,880 - 56,760	-	-
Hong Kong Institute of Technology ^[2]	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	42,000 - 65,000	58,800	58,800
Hong Kong Nan Yee College of Higher Education	38,000	-	-	38,000	-	-	38,000	60,000	60,000	40,000	63,000 - 69,000	63,000 - 76,500	41,000	65,000 - 71,000	65,000 - 79,000
Hong Kong Shue Yan University	-	55,000	-	-	55,000	-	-	60,000	-	-	60,000	-	-	60,000	-
Kaplan Business and Accountancy School	48,000	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Institution	Average Annual Tuition Fee (\$)														
	2012/13 Academic Year ^[1]			2013/14 Academic Year			2014/15 Academic Year			2015/16 Academic Year			2016/17 Academic Year		
	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
Lingnan University and its Community College at Lingnan University and Lingnan Institute of Further Education	43,800 - 50,000	-	-	43,800 - 50,000	-	-	43,800 - 50,000	-	-	48,000 - 52,500	-	-	50,000 - 52,500	-	-
Pui Ching Academy	39,000	-	-	41,000	-	-	41,000 - 44,000	-	-	-	-	-	-	-	-
Sacred Heart Canossian College of Commerce	43,700	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SCAD Foundation (Hong Kong) Limited / Savannah College of Art and Design, Inc. ^[2]	-	266,939	-	-	279,755	-	-	282,215	-	-	287,856	-	-	281,014	-
School of Continuing and Professional Studies, The Chinese University of Hong Kong ^[2]	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	48,038 - 72,760	-	90,000 - 127,800
The Education University of Hong Kong	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	-	75,000 - 84,000	75,000 - 85,800
The Hong Kong Polytechnic University and its School of Professional Education and Executive Development and Hong Kong Community College	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	52,500 - 62,475	-	67,500 - 120,000
The Hong Kong University of Science and Technology	-	-	-	-	-	-	-	247,759	-	-	251,649	-	-	251,649	-
The Open University of Hong Kong and Li Ka Shing Institute of Professional and Continuing Education ^[2]	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	53,700 - 82,575	65,480 - 115,600	65,475 - 100,738
The University of Hong Kong - HKU SPACE & HKU SPACE Community College ^[2]	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	55,000 - 76,000	53,600	49,900 - 110,700
Tung Wah College	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	54,000 - 88,150	62,250 - 115,600	42,000 - 109,475
Vocational Training Council ^[2]	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	52,200 - 53,400	71,280 - 92,730	62,800 - 94,750
Yew Chung Community College	53,550	-	-	60,500	-	-	63,150 - 63,650	-	-	64,900	-	-	67,000	-	-
YMCA College of Careers	43,000	-	-	44,250	-	-	46,000	-	-	43,200 - 46,000	-	-	45,000 - 49,500	-	-

Notes:

- [1] Tuition fee information includes 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 2012/13 to 2016/17 Academic Years**

Institution	2012/13			2013/14			2014/15			2015/16			2016/17 #		
	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	-	-	-	-	-	-	-	-	-	3	23	80,000 - 20,000	3	NA	80,000 - 20,000
City University of Hong Kong	68	3 049	34,080 - 567,760	66	3 240	34,080 - 634,000	68	3 466	34,080 - 677,310	63	3 334	36,120 - 696,690	60	NA	44,280 - 706,380
Hang Seng Management College	-	-	-	-	-	-	-	-	-	-	-	-	1	NA	100,800
Hong Kong Baptist University	59	2 000	14,000 - 428,000	63	2 332	14,000 - 428,000	69	2 392	65,000 - 428,000	59	2 029	65,000 - 495,000	67	NA	65,000 - 495,000
Hong Kong Shue Yan University	3	35	132,000	8	88	66,000 - 126,000	8	80	66,000 - 126,000	6	81	68,000 - 126,000	8	NA	68,000 - 138,600
Lingnan University	9	337	55,000 - 120,000	8	232	55,000 - 120,000	9	318	65,000 - 126,000	10	305	52,000 - 152,000	10	NA	52,000 - 152,000
SCAD Foundation (Hong Kong) Limited	5	3	NA	7	6	NA	7	9	258,324 - 532,149	4	6	273,771 - 561,231	8	NA	279,349 - 564,285
The Chinese University of Hong Kong	184	5 411	45,000 - 597,000	201	6 070	45,000 - 550,800	206	5 686	50,000 - 550,800	186	5 250	52,000 - 645,540	189	NA	55,000 - 674,700
The Hong Kong Academy for Performing Arts	10	52	168,000 - 200,000	10	57	168,000 - 200,000	12	49	168,000 - 200,000	9	52	190,000 - 228,000	10	NA	190,000 - 228,000
The Education University of Hong Kong	20	526	48,000 - 252,000	24	745	78,000 - 252,000	24	725	78,000 - 273,600	23	692	83,000 - 286,560	32	NA	84,000 - 311,040
The Hong Kong Polytechnic University	96	3 358	81,000 - 556,000	103	3 729	81,000 - 634,000	105	3 743	81,000 - 690,000	89	3 546	81,000 - 690,000	169	NA	90,000 - 707,400
The Hong Kong University of Science and Technology	43	1 425	45,000 - 1,165,000	50	1 575	45,000 - 1,190,000	52	1 763	50,000 - 1,205,000	51	1 815	50,000 - 1,250,000	59	NA	55,000 - 1,250,000
The Open University of Hong Kong	21	101	40,600 - 208,000	16	81	45,200 - 200,000	22	177	46,800 - 184,480	17	261	23,400 - 126,000	42	NA	31,500 - 184,480
The University of Hong Kong	162	4 212	24,030 - 1,095,120	169	4 568	12,400 - 975,312	184	4 514	13,400 - 1,095,120	163	4 844	14,800 - 1,051,200	182	NA	13,900 - 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 2012/13 to 2016/17 Academic Years**

Institution	2012/13			2013/14			2014/15			2015/16			2016/17 #		
	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	3	3	144,000 – 252,600	7	8	144,000 – 252,600	7	6	144,000 – 252,600	9	12	144,000 – 252,600	9	NA	144,000 – 252,600
Hong Kong Shue Yan University	-	-	-	-	-	-	-	-	-	1	1	180,000	1	NA	180,000
The Hong Kong University of Science and Technology	1	43	160,000	1	38	160,000	1	0	160,000	-	-	-	-	-	-
The University of Hong Kong	47	71	151,500 – 227,250	55	97	151,500 – 227,250	56	100	151,500 – 227,250	50	87	84,200 – 227,250	50	NA	84,200 – 283,500

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**EDB112****(Question Serial No. 0297)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (5) Special Education, (8) 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 (2012/13 to 2016/17 school years) by district and by category (secondary, primary and special schools); and

(2) In the past 5 school years (2012/13 to 2016/17 school years), how many schools were subsidised by the Government to install WiFi facilities? How much public expenditure was involved in it? Please set out in detail.

Asked by: Hon IP Kin-yuen (Member Question No. 35)

Reply:

(1) According to information collected from schools, as at February 2017, 100 schools under the "Support Scheme for e-Learning in Schools" or WiFi-100 project launched in early 2014 and 657 schools under the first two batches of 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 breakdown on these 757 schools by school type is as follows –

School type	Number and percentage of schools with enhanced WiFi infrastructure		Total number of schools
Government primary	20	(59%)	34
Government secondary	17	(55%)	31
Aided primary	355	(80%)	443
Aided secondary	318	(75%)	423
Aided special	47	(78%)	60
Total	757	(76%)	991

Note: Aided schools also include local schools under the Direct Subsidy Scheme and Caput Schools.

There is no ready information on further breakdown of these 757 schools by districts, or the figure on 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 Grant (CITG) at amounts ranging from \$194,238 to \$668,055, depending on the school type and the number of classes. Schools 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
2012-13	\$335 million
2013-14	\$328 million
2014-15	\$341 million
2015-16	\$353 million
2016-17	\$361 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 \$68 million was disbursed to some 700 schools under the first two batches of the WiFi-900 project 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 to these 700 schools for subscription of WiFi services.

- End -

CONTROLLING OFFICER'S REPLY**EDB113****(Question Serial No. 0298)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (2) Pre-primary Education, (3) Primary Education, (4) Secondary Education, (8) 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 2012/13 to 2016/17 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 2012/13 to 2016/17 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) 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 2012/13 to 2016/17 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 (2017/18 to 2021/22 school years), 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 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) a breakdown by 18 districts and by class level of the numbers of students with one of the parents being non-Hong Kong permanent resident and both parents being non-Hong Kong permanent residents who resided in Hong Kong in the past 5 school years (2012/13 to 2016/17 school years); and

(f) in view of the increasing number of cross-boundary students or newly-arrived students from the Mainland, whether the Administration increased the numbers of classes and teachers in schools from 2012/13 to 2016/17 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. 36)

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) The survey for collecting CBS figures does not cover information on residency status of the parents or the special educational needs of CBS. We are therefore unable to provide the requested information.

(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) 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.

(f) 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**EDB114****(Question Serial No. 0299)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (3) Primary Education, (4) Secondary Education, (6) 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)	2012/13								
	2013/14								
	2014/15								
	2015/16								
	2016/17								
Lok Ma Chau Control Point (LMC CP)	2012/13								
	2013/14								
	2014/15								
	2015/16								
	2016/17								
Man Kam To Control Point (MKT CP)	2012/13								
	2013/14								
	2014/15								
	2015/16								
	2016/17								
Sha Tau Kok Control Point (STK CP)	2012/13								
	2013/14								
	2014/15								
	2015/16								
	2016/17								
Lok Ma Chau Spur Line	2012/13								
	2013/14								

Control Point (LMCSL CP)	2014/15								
	2015/16								
	2016/17								
Lo Wu Control Point (LW CP)	2012/13								
	2013/14								
	2014/15								
	2015/16								
	2016/17								

Table 2

Control Points (CP)	Grade Level	Number of Cross-boundary Students				
		2012/13	2013/14	2014/15	2015/16	2016/17
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				
		2012/13	2013/14	2014/15	2015/16	2016/17
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 (STK CP)	North					
	Tai Po					
	Yuen Long					
	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)					
	Total					
Lo Wu Control Point (LW CP)	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)	2012/13				
	2013/14				
	2014/15				
	2015/16				
	2016/17				
Lok Ma Chau Control Point (LMC CP)	2012/13				
	2013/14				
	2014/15				
	2015/16				
	2016/17				
Man Kam To Control Point (MKT CP)	2012/13				
	2013/14				
	2014/15				
	2015/16				
	2016/17				
Sha Tau Kok Control Point (STK CP)	2012/13				
	2013/14				
	2014/15				
	2015/16				
	2016/17				
Lok Ma Chau Spur Line	2012/13				
	2013/14				
	2014/15				

Control Point (LMCSL CP)	2015/16				
	2016/17				
Lo Wu Control Point (LW CP)	2012/13				
	2013/14				
	2014/15				
	2015/16				
	2016/17				

(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. 37)

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 2012/13 to 2016/17 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)	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
	2016/17	2 441	5 102	240	7 783	124	NA	124
Lok Ma Chau Control Point (LMC CP)	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
	2015/16	539	899	135	1 573	23	NA	23
	2016/17	440	1 088	137	1 665	37	NA	37
Man Kam To Control Point (MKT CP)	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
	2016/17	510	1 718	110	2 338	42	NA	42
Sha Tau Kok Control Point	2012/13	433	544	136	1 113	7	NA	7
	2013/14	387	582	155	1 124	8	NA	8

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
(STK CP)	2014/15	445	691	152	1 288	9	NA	9
	2015/16	445	754	175	1 374	12	NA	12
	2016/17	402	787	115	1 304	16	NA	16
Lok Ma Chau Spur Line Control Point (LMCSL CP)	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
	2016/17	2 777	5 705	1 211	9 693	47	NA	47
Lo Wu Control Point (LW CP)	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
	2016/17	1 276	3 058	1 542	5 876	36	NA	36

- 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 2012/13 school year covered the North, Tai Po, Yuen Long, Tuen Mun, Sha Tin, Tsuen Wan, Kwai Tsing and Tung Chung districts. The survey was extended to Wong Tai Sin district in the 2014/15 school year.
 - (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				
		2012/13	2013/14	2014/15	2015/16	2016/17
Shenzhen Bay Control Point (SZB CP)	K1	837	1 145	1 237	1 025	152
	K2	834	1 064	1 262	1 321	1 010
	K3	610	950	1 076	1 252	1 279
	P1	541	913	1 230	1 268	1 341

Control Point (CP)	Class Level	Number of Cross-boundary Students				
		2012/13	2013/14	2014/15	2015/16	2016/17
	P2	218	557	851	1 144	1 173
	P3	85	244	521	803	1 100
	P4	57	101	227	521	785
	P5	47	62	90	197	493
	P6	23	43	61	80	210
	S1	27	36	57	44	77
	S2	24	20	34	43	49
	S3	30	27	26	31	34
	S4	14	23	31	29	37
	S5	10	11	24	24	22
	S6	3	6	10	18	21
	Total	3 360	5 202	6 737	7 800	7 783
Lok Ma Chau Control Point (LMC CP)	K1	103	109	202	145	39
	K2	125	108	94	241	177
	K3	107	114	97	153	224
	P1	101	128	300	353	446
	P2	70	62	111	304	279
	P3	48	40	60	125	221
	P4	29	34	32	67	91
	P5	23	17	34	26	39
	P6	8	14	13	24	12
	S1	25	31	23	29	34
	S2	20	32	22	28	24
	S3	19	21	18	27	25
	S4	21	28	27	21	22
	S5	8	23	15	13	14
	S6	5	13	14	17	18
	Total	712	774	1 062	1 573	1 665
Man Kam To Control Point (MKT CP)	K1	0	98	143	166	77
	K2	0	64	109	180	218
	K3	0	51	71	136	215
	P1	251	354	371	431	516
	P2	147	247	296	363	462

Control Point (CP)	Class Level	Number of Cross-boundary Students				
		2012/13	2013/14	2014/15	2015/16	2016/17
	P3	86	118	175	263	368
	P4	67	44	107	145	226
	P5	36	17	39	38	101
	P6	23	15	16	20	45
	S1	1	6	16	23	28
	S2	2	6	13	22	22
	S3	2	1	17	14	24
	S4	3	2	13	17	16
	S5	1	1	5	4	15
	S6	0	4	6	4	5
	Total	619	1 028	1 397	1 826	2 338
Sha Tau Kok Control Point (STK CP)	K1	139	113	140	142	88
	K2	145	142	151	150	148
	K3	149	132	154	153	166
	P1	122	150	159	147	146
	P2	118	108	145	152	139
	P3	83	111	118	152	149
	P4	77	75	117	117	137
	P5	73	70	84	103	112
	P6	71	68	68	83	104
	S1	22	39	30	46	34
	S2	30	22	25	31	20
	S3	34	25	21	20	19
	S4	20	39	18	20	16
	S5	16	16	35	23	11
	S6	14	14	23	35	15
	Total	1 113	1 124	1 288	1 374	1 304
Lok Ma Chau Spur Line Control Point (LMCSL CP)	K1	941	1 258	1 354	1 108	289
	K2	982	1 243	1 363	1 391	1 077
	K3	891	1 150	1 280	1 297	1 411
	P1	832	1 079	1 128	1 226	1 268
	P2	521	809	1 025	1 108	1 190
	P3	371	503	818	962	1 100

Control Point (CP)	Class Level	Number of Cross-boundary Students				
		2012/13	2013/14	2014/15	2015/16	2016/17
	P4	296	402	512	725	977
	P5	240	276	338	508	705
	P6	202	247	269	349	465
	S1	222	209	232	261	319
	S2	148	202	193	229	241
	S3	119	142	196	190	219
	S4	111	123	131	176	174
	S5	60	82	108	130	157
	S6	65	60	74	92	101
	Total	6 001	7 785	9 021	9 752	9 693
Lo Wu Control Point (LW CP)	K1	531	529	578	422	155
	K2	568	518	556	597	492
	K3	492	498	497	528	629
	P1	523	538	512	448	493
	P2	344	458	553	464	466
	P3	273	323	511	575	522
	P4	212	293	336	566	620
	P5	259	267	297	390	555
	P6	272	294	250	320	402
	S1	281	290	338	306	347
	S2	215	258	285	317	298
	S3	223	236	264	261	294
	S4	152	207	193	250	249
	S5	131	142	192	165	208
	S6	75	107	123	172	146
	Total	4 551	4 958	5 485	5 781	5 876

- 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 2012/13 school year covered the North, Tai Po, Yuen Long, Tuen Mun, Sha Tin, Tsuen Wan, Kwai Tsing and Tung Chung districts. The survey was extended to Wong Tai Sin district in the 2014/15 school year.
 - (3) Upon implementation 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				
		2012/13	2013/14	2014/15	2015/16	2016/17
Shenzhen Bay Control Point (SZB CP)	North	20	17	37	6	22
	Tai Po	2	1	1	9	6
	Yuen Long	1 450	2 277	3 047	3 620	3 644
	Tuen Mun	1 887	2 907	3 632	4 139	4 046
	Tsuen Wan	0	0	0	7	20
	Kwai Tsing	0	0	0	0	15
	Tung Chung	0	0	4	0	0
	Others (Sha Tin and Wong Tai Sin)	1	0	16	19	30
	Total	3 360	5 202	6 737	7 800	7 783
Lok Ma Chau Control Point (LMC CP)	North	310	390	407	609	390
	Tai Po	55	7	20	24	38
	Yuen Long	247	275	432	495	529
	Tuen Mun	1	4	22	57	40
	Tsuen Wan	1	2	0	0	1
	Kwai Tsing	34	48	80	132	187
	Tung Chung	0	0	0	138	237
	Others (Sha Tin and Wong Tai Sin)	64	48	101	118	243
	Total	712	774	1 062	1 573	1 665
Man Kam To Control Point (MKT CP)	North	344	580	820	1 064	1 283
	Tai Po	275	446	510	647	754
	Yuen Long	0	0	67	53	69
	Tuen Mun	0	0	0	19	35
	Tsuen Wan	0	0	0	0	6
	Kwai Tsing	0	0	0	0	64
	Tung Chung	0	0	0	0	23
	Others (Sha Tin and Wong Tai Sin)	0	2	0	43	104
	Total	619	1 028	1 397	1 826	2 338
Sha Tau Kok Control Point (STK CP)	North	1 088	1 088	1 258	1 300	1 204
	Tai Po	23	35	27	28	18
	Yuen Long	0	0	0	1	1
	Tuen Mun	0	0	0	0	0
	Tsuen Wan	0	0	0	0	0
	Kwai Tsing	0	0	0	0	0
	Tung Chung	0	0	1	0	0

Control Point (CP)	District	Number of Cross-boundary Students				
		2012/13	2013/14	2014/15	2015/16	2016/17
	Others (Sha Tin and Wong Tai Sin)	2	1	2	45	81
	Total	1 113	1 124	1 288	1 374	1 304
Lok Ma Chau Spur Line Control Point (LMCSL CP)	North	4 270	5 143	5 714	5 783	5 656
	Tai Po	440	891	1 086	1 324	1 540
	Yuen Long	1 206	1 538	1 843	2 150	2 085
	Tuen Mun	4	20	55	58	50
	Tsuen Wan	2	0	1	0	6
	Kwai Tsing	3	1	2	0	1
	Tung Chung	29	54	71	0	0
	Others (Sha Tin and Wong Tai Sin)	47	138	249	437	355
	Total	6 001	7 785	9 021	9 752	9 693
Lo Wu Control Point (LW CP)	North	4 197	4 468	4 728	4 903	4 852
	Tai Po	319	425	649	761	885
	Yuen Long	8	15	13	14	19
	Tuen Mun	4	3	2	7	6
	Tsuen Wan	0	1	1	0	0
	Kwai Tsing	1	4	0	0	0
	Tung Chung	0	0	0	0	0
	Others (Sha Tin and Wong Tai Sin)	22	42	92	96	114
	Total	4 551	4 958	5 485	5 781	5 876

- 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 2012/13 school year covered the North, Tai Po, Yuen Long, Tuen Mun, Sha Tin, Tsuen Wan, Kwai Tsing and Tung Chung districts. The survey was extended to Wong Tai Sin district in the 2014/15 school year.

(b) According to Police records, for the period from 1 January to 1 March 2017, there was one reported case of accident at LMCSL CP, involving minor injury of one CBS (kindergarten grade). In 2016, there were four reported cases of accident at LMCSL CP, each involving minor injury of one CBS (three at kindergarten grade and one at primary grade). Besides, there were two reported cases of accident at LW CP, each involving minor injury of one CBS (one at kindergarten grade and one at primary grade) and one reported case of accident at SZB CP involving minor injury of one CBS at 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 Lo Wu Station Road and the LMCSL CP 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**EDB115****(Question Serial No. 0300)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (3) Primary Education, (4) Secondary Education, (6) Other Educational Services and SubsidiesControlling Officer: Permanent Secretary for Education (Mrs Marion LAI)Director of Bureau: Secretary for EducationQuestion:

(1) Since the 2014/15 school year, the Education Bureau has put in place the "Choice of Schools List for Central Allocation (for Applicant Children Residing in the Mainland)" for cross-boundary students (CBS) applying for P1 school places. Please provide the school list, the total number of P1 places available, the number of applicants, as well as the total number of CBS attending P1 in public sector schools from 2014/15 to 2016/17 school years.

(2) Please use the following tables to provide the number of CBS attending secondary schools, primary schools and kindergartens in each district as well as the total number of school places in each district from 2012/13 to 2016/17 school years.

Table 1

	Number of CBS				
	2012/13	2013/14	2014/15	2015/16	2016/17
North District					
a. Kindergarten (including child care centre)					
b. Primary school					
c. Secondary school					
Tai Po					
a. Kindergarten (including child care centre)					
b. Primary school					
c. Secondary school					
Yuen Long					
a. Kindergarten					

(including child care centre)					
b. Primary school					
c. Secondary school					
Tuen Mun					
a. Kindergarten (including child care centre)					
b. Primary school					
c. Secondary school					
Tsuen Wan					
a. Kindergarten (including child care centre)					
b. Primary school					
c. Secondary school					
Kwai Tsing					
a. Kindergarten (including child care centre)					
b. Primary school					
c. Secondary school					
Tung Chung					
a. Kindergarten (including child care centre)					
b. Primary school					
c. Secondary school					
Other districts (Please specify)					
a. Kindergarten (including child care centre)					
b. Primary school					

c. Secondary school					
Total					

Table 2

	Number of CBS															
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 centre) 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)								

(3) To address the increasing numbers of CBS in recent years, what is now being done or will be done by the government to enhance or improve schools' supporting facilities? What is the amount of expenditure involved?

Asked by: Hon IP Kin-yuen (Member Question No. 38)

Reply:

(1) To alleviate the impact of increasing cross-boundary students (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 Primary One Admission (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 lists of schools included in the Choice of Schools List for Central Allocation (for Applicant Children Residing in the Mainland) of POA 2014, POA 2015 and POA 2016 (for admission to P1 in the 2014/15, 2015/16 and 2016/17 school years) are at Annexes A, B and C respectively. The numbers of Primary One places provided in the list were 3 177, 2 612 and 2 790 respectively; and the total numbers of CBS allocated with a P1 place (i.e. the finalised number of applicant CBS) under the Central Allocation of POA 2014, POA 2015 and POA 2016 were 2 671, 2 714 and 2 877 respectively.

The numbers of CBS attending P1 in public sector schools in the 2014/15, 2015/16 and 2016/17 school years were 3 696, 3 869 and 4 188 respectively. Figures are based on the annual surveys conducted via schools in September of the respective school years 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) The number of 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 2012/13 to 2016/17 school years as requested are tabulated below.

Table 1

Number of CBS by district and by school level from the 2012/13 to 2016/17 school years

	2012/13	2013/14	2014/15	2015/16	2016/17
North					
a. Kindergarten (including kindergarten-cum-child care centre)	4 281	4 908	5 379	5 431	4 500
b. Primary school	4 379	4 996	5 590	6 117	6 679
c. Secondary school	1 569	1 782	1 995	2 117	2 228
Tai Po					
a. Kindergarten (including kindergarten-cum-child care centre)	190	340	391	346	182
b. Primary school	669	1 130	1 496	1 990	2 543
c. Secondary school	255	335	406	457	516
Yuen Long					
a. Kindergarten (including kindergarten-cum-child care centre)	1 653	2 235	2 500	2 547	1 723
b. Primary school	1 012	1 590	2 609	3 435	4 233
c. Secondary school	246	280	293	351	391
Tuen Mun					
a. Kindergarten (including kindergarten-cum-child care centre)	1 265	1 679	1 893	1 856	1 257
b. Primary school	578	1 181	1 712	2 301	2 763
c. Secondary school	53	74	106	123	157
Tsuen Wan					
a. Kindergarten (including kindergarten-cum-child care centre)	0	1	0	0	0
b. Primary school	0	1	1	7	33
c. Secondary school	3	1	1	0	0
Kwai Tsing					
a. Kindergarten (including kindergarten-cum-child care centre)	34	44	80	91	85
b. Primary school	2	7	2	41	182
c. Secondary school	2	2	0	0	0
Tung Chung					
a. Kindergarten (including kindergarten-cum-child care centre)	29	54	69	73	60
b. Primary school	0	0	6	65	200
c. Secondary school	0	0	1	0	0

	2012/13	2013/14	2014/15	2015/16	2016/17
Other districts (Sha Tin and Wong Tai Sin)					
a. Kindergarten (including kindergarten-cum-child care centre)	2	25	52	63	39
b. Primary school	109	176	358	611	825
c. Secondary school	25	30	50	84	63
Total	16 356	20 871	24 990	28 106	28 659

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 2012/13 school year covered the North, Tai Po, Yuen Long, Tuen Mun, Sha Tin, Tsuen Wan, Kwai Tsing and Tung Chung districts. The survey was extended to Wong Tai Sin district in the 2014/15 school year.

Table 2

Number of CBS by district and by class level from the 2012/13 to 2016/17 school years

(i) 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

(ii) 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

Table 2 (Cont'd)

(iii) 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

(iv) 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

Table 2 (Cont'd)

(v) School Year: 2016/17

District	K1	K2	K3	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
North	598	1 760	2 142	1 289	1 179	1 184	1 296	967	764	548	448	413	335	295	189
Tai Po	8	76	98	614	566	466	443	330	124	118	85	93	92	69	59
Yuen Long	102	687	934	1 053	981	1 050	576	372	201	110	76	71	54	42	38
Tuen Mun	82	532	643	670	652	588	440	287	126	49	33	24	22	16	13
Tsuen Wan	0	0	0	26	6	0	0	1	0	0	0	0	0	0	0
Kwai Tsing	6	25	54	134	34	4	7	2	1	0	0	0	0	0	0
Tung Chung	3	28	29	136	54	5	3	1	1	0	0	0	0	0	0
Other districts (Sha Tin and Wong Tai Sin)	1	14	24	288	237	163	71	45	21	14	12	14	11	5	7
Total	800	3 122	3 924	4 210	3 709	3 460	2 836	2 005	1 238	839	654	615	514	427	306

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 2012/13 school year covered the North, Tai Po, Yuen Long, Tuen Mun, Sha Tin, Tsuen Wan, Kwai Tsing and Tung Chung districts. The survey was extended to Wong Tai Sin district in the 2014/15 school year.
- (3) Upon implementation 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 2012/13 to 2016/17 school years

(i) 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)

(ii) 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)

(iii) 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)

(iv) 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

Table 3a (Cont'd)

(v) School Year: 2016/17

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	598 (18.1%)	1 760 (36.3%)	2 142 (42.7%)	4 500 (34.2%)	3 297	4 844	5 019	13 160
Tai Po	8 (0.3%)	76 (2.7%)	98 (4.0%)	182 (2.4%)	2 466	2 778	2 460	7 704
Yuen Long	102 (1.8%)	687 (10.2%)	934 (14.1%)	1 723 (9.1%)	5 639	6 709	6 630	18 978
Tuen Mun	82 (1.9%)	532 (10.5%)	643 (12.8%)	1 257 (8.8%)	4 279	5 048	5 027	14 354
Tsuen Wan	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 745	2 896	2 732	8 373
Kwai Tsing	6 (0.2%)	25 (0.6%)	54 (1.4%)	85 (0.7%)	3 776	4 457	3 985	12 218
Tung Chung	3 (0.3%)	28 (2.4%)	29 (3.6%)	60 (2.0%)	1 049	1 168	796	3 013
Other districts (Sha Tin and Wong Tai Sin)	1 (0.0%)	14 (0.2%)	24 (0.3%)	39 (0.2%)	7 999	9 298	8 250	25 547

Table 3a (Cont'd)

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 2012/13 school year covered the North, Tai Po, Yuen Long, Tuen Mun, Sha Tin, Tsuen Wan, Kwai Tsing and Tung Chung districts. The survey was extended to Wong Tai Sin district in the 2014/15 school year.
- (3) 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 2012/13 to 2016/17 school years

(i) 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)

(ii) 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)

(iii) 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)

(iv) 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

Table 3b (Cont'd)

(v) School Year: 2016/17

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	1 289 (39.3%)	1 179 (38.3%)	1 184 (38.0%)	1 296 (36.7%)	967 (30.3%)	764 (26.1%)	6 679 (34.9%)	3 283	3 080	3 115	3 527	3 187	2 931	19 123
Tai Po	614 (21.0%)	566 (22.0%)	466 (17.7%)	443 (18.2%)	330 (14.6%)	124 (6.2%)	2 543 (17.2%)	2 928	2 572	2 632	2 433	2 263	1 990	14 818
Yuen Long	1 053 (17.9%)	981 (17.5%)	1 050 (18.1%)	576 (11.3%)	372 (7.8%)	201 (4.6%)	4 233 (13.4%)	5 891	5 612	5 799	5 090	4 765	4 415	31 572
Tuen Mun	670 (16.2%)	652 (15.6%)	588 (13.7%)	440 (11.1%)	287 (7.9%)	126 (3.8%)	2 763 (11.8%)	4 135	4 183	4 293	3 964	3 618	3 298	23 491
Tsuen Wan	26 (1.2%)	6 (0.3%)	0 (0.0%)	0 (0.0%)	1 (0.0%)	0 (0.0%)	33 (0.3%)	2 210	2 135	2 110	2 135	2 085	2 085	12 760
Kwai Tsing	134 (3.8%)	34 (1.0%)	4 (0.1%)	7 (0.2%)	2 (0.1%)	1 (0.0%)	182 (0.9%)	3 503	3 344	3 267	3 129	3 104	3 024	19 371
Tung Chung	136 (18.1%)	54 (8.1%)	5 (1.0%)	3 (0.5%)	1 (0.2%)	1 (0.2%)	200 (5.5%)	752	669	522	547	572	575	3 637
Other districts (Sha Tin and Wong Tai Sin)	288 (3.5%)	237 (2.9%)	163 (2.0%)	71 (0.9%)	45 (0.6%)	21 (0.3%)	825 (1.8%)	8 292	8 195	8 056	7 748	7 347	6 953	46 591

Table 3b (Cont'd)

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 2012/13 school year covered the North, Tai Po, Yuen Long, Tuen Mun, Sha Tin, Tsuen Wan, Kwai Tsing and Tung Chung districts. The survey was extended to Wong Tai Sin district in the 2014/15 school year.
- (3) 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 2012/13 to 2016/17 school years

(i) 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)

(ii) 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)

(iii) 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)

(iv) 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

Table 3c (Cont'd)

(v) School Year: 2016/17

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	548 (18.9%)	448 (16.1%)	413 (14.5%)	335 (12.0%)	295 (10.1%)	189 (6.6%)	-	2 228 (13.0%)	2 901	2 788	2 842	2 794	2 923	2 861	40	17 149
Tai Po	118 (4.3%)	85 (3.2%)	93 (3.4%)	92 (3.5%)	69 (2.5%)	59 (2.2%)	-	516 (3.2%)	2 728	2 628	2 703	2 642	2 740	2 740	0	16 181
Yuen Long	110 (2.0%)	76 (1.4%)	71 (1.3%)	54 (1.0%)	42 (0.7%)	38 (0.6%)	-	391 (1.2%)	5 449	5 461	5 544	5 568	5 824	5 949	0	33 795
Tuen Mun	49 (1.1%)	33 (0.7%)	24 (0.5%)	22 (0.5%)	16 (0.3%)	13 (0.3%)	-	157 (0.5%)	4 548	4 608	4 643	4 694	5 008	4 983	63	28 547
Tsuen Wan	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	-	0 (0.0%)	1 820	1 812	1 808	1 780	1 872	1 872	0	10 964
Kwai Tsing	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	-	0 (0.0%)	4 284	4 161	4 159	4 114	4 356	4 356	0	25 430
Tung Chung	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	-	0 (0.0%)	876	856	891	945	947	982	0	5 497
Other districts (Sha Tin and Wong Tai Sin)	14 (0.1%)	12 (0.1%)	14 (0.1%)	11 (0.1%)	5 (0.0%)	7 (0.1%)	-	63 (0.1%)	10 039	9 803	9 896	9 882	10 503	10 470	428	61 021

Table 3c (Cont'd)

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 2012/13 school year covered the North, Tai Po, Yuen Long, Tuen Mun, Sha Tin, Tsuen Wan, Kwai Tsing and Tung Chung districts. The survey was extended to Wong Tai Sin district in the 2014/15 school year.
- (3) 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.
- (4) Upon implementation of the New Senior Secondary Academic Structure, there are no Secondary 7 places 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 2012/13 to 2016/17 school years

(i) 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)

(ii) 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)

(iii) 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)

(iv) 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

Table 3d (Cont'd)

(v) School Year: 2016/17

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	4 500 (34.2%)	6 679 (34.9%)	2 228 (13.0%)	13 407 (27.1%)	13 160	19 123	17 149	49 432
Tai Po	182 (2.4%)	2 543 (17.2%)	516 (3.2%)	3 241 (8.4%)	7 704	14 818	16 181	38 703
Yuen Long	1 723 (9.1%)	4 233 (13.4%)	391 (1.2%)	6 347 (7.5%)	18 978	31 572	33 795	84 345
Tuen Mun	1 257 (8.8%)	2 763 (11.8%)	157 (0.5%)	4 177 (6.3%)	14 354	23 491	28 547	66 392
Tsuen Wan	0 (0.0%)	33 (0.3%)	0 (0.0%)	33 (0.1%)	8 373	12 760	10 964	32 097
Kwai Tsing	85 (0.7%)	182 (0.9%)	0 (0.0%)	267 (0.5%)	12 218	19 371	25 430	57 019
Tung Chung	60 (2.0%)	200 (5.5%)	0 (0.0%)	260 (2.1%)	3 013	3 637	5 497	12 147
Other districts (Sha Tin and Wong Tai Sin)	39 (0.2%)	825 (1.8%)	63 (0.1%)	927 (0.7%)	25 547	46 591	61 021	133 159

Table 3d (Cont'd)

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 2012/13 school year covered the North, Tai Po, Yuen Long, Tuen Mun, Sha Tin, Tsuen Wan, Kwai Tsing and Tung Chung districts. The survey was extended to Wong Tai Sin district in the 2014/15 school year.
- (3) 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.
- (4) 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.

(3) 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 primary school in the North District has commenced in June 2015 with the project cost at \$417.2 million.

2014 年度小一入學統一派位選校名單（居於內地申請兒童）

Choice of Schools List for Central Allocation
(for Applicant Children Residing in the Mainland)

Primary One Admission 2014

屯門
Tuen
Mun

選校 編號 Choice Code	學 校 名 稱 Name of School	授課 時間 Session	學校 類別 School Type	資助 類別 Finance Type	宗教 Religion	**暫定統一 派位學額 Provisional Number of Places for Central Allocation	學 校 地 址 (電話號碼) School Address (Telephone Number)
7001	五邑鄒振猷學校 (S) (P) FDBWA Chow Chin Yau School	全日 whole-day	男女 co-ed	資助 aided		58	新界屯門蝴蝶邨兆山苑 (2467 1882) Siu Shan Court, Butterfly Estate, Tuen Mun, NT
7002	樂善堂梁黃蕙芳紀念學校 (S) (P) LST Leung Wong Wai Fong Memorial School	全日 whole-day	男女 co-ed	資助 aided		83	新界屯門山景邨 (2466 6712) Shan King Estate, Tuen Mun, NT
7003	柏立基教育學院校友會何壽基學校 (S) (P) SRBCEPSA Ho Sau Ki School	全日 whole-day	男女 co-ed	資助 aided		83	新界屯門田景邨 (2455 6111) Tin King Estate, Tuen Mun, NT
7004	屯門官立小學 (S) (P) Tuen Mun Government Primary School	全日 whole-day	男女 co-ed	官立 govt		8	新界屯門兆康苑 (2465 1662) Siu Hong Court, Tuen Mun, NT
7005	香港紅卍字會屯門卍慈小學 (S) (P) HK Red Swastika Society Tuen Mun Primary School	全日 whole-day	男女 co-ed	資助 aided		83	新界屯門良景邨 (2461 1968) Leung King Estate, Tuen Mun, NT
7006	台山商會學校 (S) (P) Toi Shan Association Primary School	全日 whole-day	男女 co-ed	資助 aided		60	新界屯門大興邨石排頭路 1 4 號 (2462 2866) 14 Shek Pai Tau Road, Tai Hing Estate, Tuen Mun, NT
7007	保良局志豪小學 (P) PLK Horizon East Primary School	全日 whole-day	男女 co-ed	資助 aided		10	新界屯門興富街 3 號 (2702 0707) 3 Hing Fu Street, Tuen Mun, NT
7008	保良局方王錦全小學 PLK Fong Wong Kam Chuen Primary School	全日 whole-day	男女 co-ed	資助 aided		8	新界屯門良景邨 (2466 1882) Leung King Estate, Tuen Mun, NT
7009	世界龍岡學校劉德容紀念小學 (S) (P) LKWFSL Lau Tak Yung Memorial Primary School	全日 whole-day	男女 co-ed	資助 aided		83	新界屯門湖翠路 2 6 3 號 (2404 5333) 263 Wu Chui Road, Tuen Mun, NT
7010	香港路德會增城兆霖學校 (S) (P) Lutheran Tsang Shing Siu Leun School	全日 whole-day	男女 co-ed	資助 aided	基督教 Protestantism/ Christianity	58	新界屯門蝴蝶邨 (2466 5885) Butterfly Estate, Tuen Mun, NT
7011	仁德天主教小學 (S) (P) Yan Tak Catholic Primary School	全日 whole-day	男女 co-ed	資助 aided	天主教 Catholicism	83	新界屯門蝴蝶邨 (2463 6171) Butterfly Estate, Tuen Mun, NT
7012	中華基督教會何福堂小學 (S) (P) CCC Hoh Fuk Tong Primary School	全日 whole-day	男女 co-ed	資助 aided	基督教 Protestantism/ Christianity	85	新界屯門龍門路 4 1 號 (2459 7156) 41 Lung Mun Road, Tuen Mun, NT
7013	仁濟醫院羅陳楚思小學 (S) (P) YCH Law Chan Chor Si Primary School	全日 whole-day	男女 co-ed	資助 aided		10	新界屯門湖景路 2 9 號 (2441 3366) 29 Wu King Road, Tuen Mun, NT
7014	中華基督教會蒙黃花沃紀念小學 (S) (P) CCC Mong Wong Far Yok Memorial Primary School	全日 whole-day	男女 co-ed	資助 aided	基督教 Protestantism/ Christianity	10	新界屯門田景邨 (2456 3678) Tin King Estate, Tuen Mun, NT
7015	僑港伍氏宗親會伍時暢紀念學校 (S) (P) HK ENG C A Wu Si Chong Memorial School	全日 whole-day	男女 co-ed	資助 aided		58	新界屯門建生邨 (2454 4122) Kin Sang Estate, Tuen Mun, NT
7016	道教青松小學（湖景邨）(S) (P) Taoist Ching Chung Primary School (Wu King Estate)	全日 whole-day	男女 co-ed	資助 aided	道教 Taoism	58	新界屯門湖景邨 (2465 2881) Wu King Estate, Tuen Mun, NT
7017	保良局莊啟程第二小學 (S) (P) PLK Vicwood K T Chong No. 2 Primary School	全日 whole-day	男女 co-ed	資助 aided		10	新界屯門大興邨 (2462 1722) Tai Hing Estate, Tuen Mun, NT
7018	保良局梁周順琴小學 (P) PLK Leung Chow Shun Kam Primary School	全日 whole-day	男女 co-ed	資助 aided		10	新界屯門湖景邨 (2467 8107) Wu King Estate, Tuen Mun, NT
7019	道教青松小學 (S) (P) Taoist Ching Chung Primary School	全日 whole-day	男女 co-ed	資助 aided	道教 Taoism	10	新界屯門山景邨 (2465 1222) Shan King Estate, Tuen Mun, NT

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When filling in Part A of the "Choice of Schools Form", parents may select any government or aided primary schools in Hong Kong. Parents should make their choices strictly from the "Choice of Schools List for Central Allocation (for applicant children residing in the Mainland)" when filling in Part B.

備註 Remarks

** 學校預留的統一派位學額，會因應實際需求而調整。另一方面，學校最終開辦小一班級的數目須根據既定準則而定。

The number of P1 places for Central Allocation is provisional and is subject to adjustment based on the actual demand. Besides, the number of P1 classes to be operated by a school in the end is determined according to the established criteria.

S 學校基本每班派位名額為 25 人。須注意，小班教學是一種教學帶動的分組法，學校實施小班教學會按學習目標和學生需要訂定教學組的大小和數目；每班派位人數不應也不須和教學組的大小劃上等號。The number of school places for allocation of the school is basically 25 students per class. It is worth noting that, conceptually speaking, small class teaching is a kind of teaching setting or grouping driven by teaching considerations and schools implementing small class teaching may have different size of grouping and different number of groups subject to the learning objectives and students' needs. The number of students allocated per class should not and need not be taken as equivalent to the grouping.

P 該校具備有部分可供肢體傷殘學生使用的設施，有關詳情請直接向學校查詢。The school is equipped with some facilities for the children with physical disability. For details, please contact the school direct.

2014 年度小一入學統一派位選校名單（居於內地申請兒童）

Choice of Schools List for Central Allocation
(for Applicant Children Residing in the Mainland)
Primary One Admission 2014

屯門
Tuen
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選校 編號 Choice Code	學 校 名 稱 Name of School	授課 時間 Session	學校 類別 School Type	資助 類別 Finance Type	宗教 Religion	**暫定統一 派位學額 Provisional Number of Places for Central Allocation	學 校 地 址 (電 話 號 碼) School Address (Telephone Number)
7101	中華基督教會拔臣小學 (S) (P) CCC But San Primary School	全日 whole-day	男女 co-ed	資助 aided	基督教 Protestantism/ Christianity	4	新界屯門新墟青山公路 2 8 號 (2459 6221) 28 Castle Peak Road, San Hui, Tuen Mun, NT
7102	青山天主教小學 (S) Castle Peak Catholic Primary School	全日 whole-day	男女 co-ed	資助 aided	天主教 Catholicism	8	新界屯門鄉事會路 2 號 (2457 4634) 2 TM Heung Sze Wui Road, Tuen Mun, NT
7103	伊斯蘭學校 (S) (G) Islamic Primary School	全日 whole-day	男女 co-ed	資助 aided	伊斯蘭教 Islam	83	新界屯門友愛邨 (2450 2270) Yau Oi Estate, Tuen Mun, NT
7104	興德學校 (S) (P) Hing Tak School	全日 whole-day	男女 co-ed	資助 aided		83	新界屯門慶平路 (2448 2211) Hing Ping Road, Tuen Mun, NT
7105	路德會呂祥光小學 (S) (P) Lui Cheung Kwong Lutheran Primary School	全日 whole-day	男女 co-ed	資助 aided	基督教 Protestantism/ Christianity	10	新界屯門安定邨 (2450 3128) On Ting Estate, Tuen Mun, NT
7106	博愛醫院歷屆總理聯誼會鄭任安夫人學校 (S) (P) AD&FDPOHL Mrs. Cheng Yam On School	全日 whole-day	男女 co-ed	資助 aided		8	新界屯門屯利街 3 號 (2451 2333) 3 Tuen Lee Street, Tuen Mun, NT
7107	博愛醫院歷屆總理聯誼會鄭任安夫人千禧小學 (S) (P) AD&FDPOH Mrs. Cheng Yam On Millennium School	全日 whole-day	男女 co-ed	資助 aided		10	新界屯門掃管笏路 1 1 1 號 (2451 0088) 111 So Kwun Wat Road, Tuen Mun, NT
7108	聖公會蒙恩小學 (S) (P) SKH Mung Yan Primary School	全日 whole-day	男女 co-ed	資助 aided	基督教 Protestantism/ Christianity	12	新界屯門景峰徑 1 號 (2459 8909) 1 King Fung Path, Tuen Mun, NT
7109	保良局西區婦女福利會馮李佩瑤小學 (S) (P) PLK Women's Welfare Club Western District Fung Lee Pui Yiu Primary School	全日 whole-day	男女 co-ed	資助 aided		8	新界屯門掃管笏管青路 1 1 號 (2411 2208) 11 Kwun Tsing Road, So Kwun Wat, Tuen Mun, NT
7110	東華三院鄧肇堅小學 (S) (P) TWGHS Tang Shiu Kin Primary School	全日 whole-day	男女 co-ed	資助 aided		10	新界屯門安定邨 (2403 0311) On Ting Estate, Tuen Mun, NT
7111	仁濟醫院何式南小學 (S) (P) YCH Ho Sik Nam Primary School	全日 whole-day	男女 co-ed	資助 aided		8	新界屯門 1 6 區 (近友愛體育館) (2451 0325) Area 16, Tuen Mun, NT (Near Yau Oi Sports Centre)
7112	仁愛堂劉皇發夫人小學 (S) (P) YOT Madam Lau Wong Fat Primary School	全日 whole-day	男女 co-ed	資助 aided		58	新界屯門安定邨 (2451 0372) On Ting Estate, Tuen Mun, NT
7113	順德聯誼總會李金小學 (S) (P) STFA Lee Kam Primary School	全日 whole-day	男女 co-ed	資助 aided		10	新界屯門掃管笏路 2 3 號 (2441 1222) 23 So Kwun Wat Road, Tuen Mun, NT
7114	順德聯誼總會胡少渠紀念小學 (S) (P) STFA Wu Siu Kui Memorial Primary School	全日 whole-day	男女 co-ed	資助 aided		8	新界屯門安定邨 (2450 3833) On Ting Estate, Tuen Mun, NT
7115	順德聯誼總會何日東小學 (P) STFA Ho Yat Tung Primary School	全日 whole-day	男女 co-ed	資助 aided		10	新界屯門友愛邨 (2458 6111) Yau Oi Estate, Tuen Mun, NT

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When filling in Part A of the "Choice of Schools Form", parents may select any government or aided primary schools in Hong Kong. Parents should make their choices strictly from the "Choice of Schools List for Central Allocation (for applicant children residing in the Mainland)" when filling in Part B.

備註 Remarks

- ** 學校預留的統一派位學額，會因應實際需求而調整。另一方面，學校最終開辦小一班級的數目須根據既定準則而定。
The number of P1 places for Central Allocation is provisional and is subject to adjustment based on the actual demand. Besides, the number of P1 classes to be operated by a school in the end is determined according to the established criteria.
- S 學校基本每班派位名額為 25 人。須注意，小班教學是一種教學帶動的分組法，學校實施小班教學會按學習目標和學生需要訂定教學組的大小和數目；每班派位人數不應也不須和教學組的大小劃上等號。
The number of school places for allocation of the school is basically 25 students per class. It is worth noting that, conceptually speaking, small class teaching is a kind of teaching setting or grouping driven by teaching considerations and schools implementing small class teaching may have different size of grouping and different number of groups subject to the learning objectives and students' needs. The number of students allocated per class should not and need not be taken as equivalent to the grouping.
- P 該校具備有部分可供肢體傷殘學生使用的設施，有關詳情請直接向學校查詢。
The school is equipped with some facilities for the children with physical disability. For details, please contact the school direct.
- G 中國語文科是所有公營學校包括該校的核心科目，必須修讀。該校在其他科目/部分科目，或在部分班級/班別採用英語授課，以便非華語學生適應校園生活及學習。請直接向學校查詢詳情及參閱「小一入學申請表」填表須知的註三。
Chinese Language which is a core subject in public sector schools including the school should be studied by all students. The school adopts English as the medium of instruction for all/some other subjects or in all/some levels/classes to facilitate non-Chinese speaking students to adapt to school life and to learn. For details, please contact the school direct and refer to Note 3 of the Notes on How to Complete the 'Application Form for Admission to Primary One'.

2014 年度小一入學統一派位選校名單（居於內地申請兒童）

Choice of Schools List for Central Allocation (for Applicant Children Residing in the Mainland) Primary One Admission 2014

元朗
Yuen
Long

選校 編號 Choice Code	學 校 名 稱 Name of School	授課 時間 Session	學校 類別 School Type	資助 類別 Finance Type	宗教 Religion	**暫定統一 派位學額 Provisional Number of Places for Central Allocation	學 校 地 址 （電話號碼） School Address (Telephone Number)
7201	樂善堂梁錫琚學校 (S) (P) LST Leung Kau Kui Primary School	全日 whole-day	男女 co-ed	資助 aided		10	新界元朗天水圍天瑞邨第四期 (2448 6022) Phase IV, Tin Shui Estate, Tin Shui Wai, YL, NT
7202	樂善堂梁錫琚學校（分校）(S) (P) LST Leung Kau Kui Primary School (Branch)	全日 whole-day	男女 co-ed	資助 aided		85	新界元朗天水圍 1 0 1 區天恩邨第二小學 校舍 (2445 6880) Second Primary School, Tin Yan Estate, Area 101, Tin Shui Wai, YL, NT
7203	香港學生輔助會小學 (S) (P) Hong Kong Student Aid Society Primary School	全日 whole-day	男女 co-ed	資助 aided	基督教 Protestantism/ Christianity	110	新界元朗天水圍天業路 2 號 (2342 0555) 2 Tin Yip Road, Tin Shui Wai, YL, NT
7204	伊利沙伯中學舊生會小學 (S) (P) (U6) QES Old Students' Assn Primary School	全日 whole-day	男女 co-ed	資助 aided		10	新界元朗天水圍天耀邨第一期 (2448 0883) Phase 1, Tin Yiu Estate, Tin Shui Wai, YL, NT
7205	伊利沙伯中學舊生會小學分校 (S) (P) (U7) QES Old Students' Assn Branch Primary School	全日 whole-day	男女 co-ed	資助 aided		10	新界元朗天水圍天盛苑第四期 (2447 8686) Phase 4, Tin Shing Court, Tin Shui Wai, YL, NT
7206	元朗公立中學校友會英業小學 (S) (P) Yuen Long Public Middle School Alumni Association Ying Yip Primary School	全日 whole-day	男女 co-ed	資助 aided		10	新界元朗天水圍天瑞路 8 6 號 (2617 8200) 86 Tin Shui Road, Tin Shui Wai, YL, NT
7207	天水圍天主教小學 (S) (P) Tin Shui Wai Catholic Primary School	全日 whole-day	男女 co-ed	資助 aided	天主教 Catholicism	10	新界元朗天水圍天柏路 2 8 號 (2617 8212) 28 Tin Pak Road, Tin Shui Wai, YL, NT
7208	天水圍官立小學 (S) (P) Tin Shui Wai Government Primary School	全日 whole-day	男女 co-ed	官立 govt		10	新界元朗天水圍天瑞路 8 號 (2447 4288) 8 Tin Shui Road, Tin Shui Wai, YL, NT
7209	寶覺分校 (S) (P) Po Kok Branch School	全日 whole-day	男女 co-ed	資助 aided	佛教 Buddhism	54	新界元朗洪水橋丹桂村路 5 5 號 (2476 2258) 55 Tan Kwai Tsuen Road, Hung Shui Kiu, YL, NT
7210	東華三院姚達之紀念小學（元朗）(S) (P) TWGHS Yiu Dak Chi Memorial Primary School (Yuen Long)	全日 whole-day	男女 co-ed	資助 aided		110	新界元朗天水圍天瑞邨第一期 (2445 1264) Phase 1, Tin Shui Estate, Tin Shui Wai, YL, NT
7211	東華三院李東海小學 (S) (P) TWGHS Leo Tung-Hai Lee Primary School	全日 whole-day	男女 co-ed	資助 aided		110	新界元朗天水圍天華邨 (2446 1188) Tin Wah Estate, Tin Shui Wai, YL, NT
7212	獅子會何德心小學 (S) (P) Lions Clubs International Ho Tak Sum Primary School	全日 whole-day	男女 co-ed	資助 aided		85	新界元朗天水圍天盛苑第四期 (2617 9682) Phase 4, Tin Shing Court, Tin Shui Wai, YL, NT

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When filling in Part A of the “Choice of Schools Form”, parents may select any government or aided primary schools in Hong Kong. Parents should make their choices strictly from the “Choice of Schools List for Central Allocation (for applicant children residing in the Mainland)” when filling in Part B.

備註 Remarks

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The school is equipped with some facilities for the children with physical disability. For details, please contact the school direct.

U6 該校及伊利沙伯中學舊生會小學分校與伊利沙伯中學舊生會中學及伊利沙伯中學舊生會湯國華中學採用「一條龍」辦學模式。

The school and QES Old Students' Assn Branch Primary School together with Queen Elizabeth School Old Students' Assn Secondary School and QESOSA Tong Kwok Wah Secondary School adopt the 'through-train' mode.

U7 該校及伊利沙伯中學舊生會小學與伊利沙伯中學舊生會中學及伊利沙伯中學舊生會湯國華中學採用「一條龍」辦學模式。

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2014 年度小一入學統一派位選校名單（居於內地申請兒童）

Choice of Schools List for Central Allocation (for Applicant Children Residing in the Mainland) Primary One Admission 2014

元朗
Yuen
Long

選校 編號 Choice Code	學 校 名 稱 Name of School	授課 時間 Session	學校 類別 School Type	資助 類別 Finance Type	宗教 Religion	**暫定統一 派位學額 Provisional Number of Places for Central Allocation	學 校 地 址 （電話號碼） School Address (Telephone Number)
7213	天水圍循道衛理小學 (S) (P) (U8) Tin Shui Wai Methodist Primary School	全日 whole-day	男女 co-ed	資助 aided	基督教 Protestantism/ Christianity	10	新界元朗天水圍天頌苑第一期 (2448 0373) Phase 1, Tin Chung Court, Tin Shui Wai, YL, NT
7214	香港青年協會李兆基小學 (S) (P) HKFYG Lee Shau Kee Primary School	全日 whole-day	男女 co-ed	資助 aided		35	新界元朗天水圍天榮路 1 1 號 (2448 1011) 11 Tin Wing Road, Tin Shui Wai, YL, NT
7215	香港普通話研習社科技創意小學 (S) (P) Xianggang Putonghua Yanxishe Primary School of Science and Creativity	全日 whole-day	男女 co-ed	資助 aided		10	新界元朗天水圍天富苑第二期 (2470 8080) Phase 2, Tin Fu Court, Tin Shui Wai, YL, NT
7216	中華基督教青年會小學 (S) (P) (U9) Chinese YMCA Primary School	全日 whole-day	男女 co-ed	資助 aided	基督教 Protestantism/ Christianity	60	新界元朗天水圍天富苑第四期 (2445 0580) Phase 4, Tin Fu Court, Tin Shui Wai, YL, NT
7217	宣道會葉紹蔭紀念小學 (S) (P) Christian Alliance S Y Yeh Memorial Primary School	全日 whole-day	男女 co-ed	資助 aided	基督教 Protestantism/ Christianity	10	新界元朗天水圍天澤邨 (3152 2973) Tin Chak Estate, Tin Shui Wai, YL, NT
7218	順德聯誼總會伍冕端小學 (S) (P) (U10) Shun Tak Fraternal Assn Wu Mien Tuen Primary School	全日 whole-day	男女 co-ed	資助 aided		10	新界元朗天水圍天恒邨第四期 (3157 0630) Phase 4, Tin Heng Estate, Tin Shui Wai, YL, NT
7219	十八鄉鄉事委員會公益社小學 (S) (P) Shap Pat Heung Rural Committee Kung Yik She Primary School	全日 whole-day	男女 co-ed	資助 aided		10	新界元朗天水圍天城路 2 2 號 (2448 6623) 22 Tin Shing Road, Tin Shui Wai, YL, NT
7220	金巴崙長老會耀道小學 (S) (P) (U11) Cumberland Presbyterian Church Yao Dao Primary School	全日 whole-day	男女 co-ed	資助 aided	基督教 Protestantism/ Christianity	60	新界元朗天水圍天富苑第五期 (2617 7926) Phase 5, Tin Fu Court, Tin Shui Wai, YL, NT
7221	聖公會天水圍靈愛小學 (S) (P) SKH Tin Shui Wai Ling Oi Primary School	全日 whole-day	男女 co-ed	資助 aided	基督教 Protestantism/ Christianity	85	新界元朗天水圍天瑞路 8 2 號 (2446 1633) 82 Tin Shui Road, Tin Shui Wai, YL, NT
7222	潮陽百欣小學 (S) (P) Chiu Yang Por Yen Primary School	全日 whole-day	男女 co-ed	資助 aided		60	新界元朗天水圍 1 0 4 區第一校舍 (近美湖居) (2445 1666) School 1, Area 104, Tin Shui Wai, YL, NT (Near Maywood Court)
7223	香港潮陽小學 (S) Chiu Yang Primary School of Hong Kong	全日 whole-day	男女 co-ed	資助 aided		10	新界元朗天水圍天耀邨第三期 (2446 3018) Phase III, Tin Yiu Estate, Tin Shui Wai, YL, NT
7224	喬園主辦可銘學校 (S) (P) Ho Ming Primary School Spds By SSY	全日 whole-day	男女 co-ed	資助 aided	儒釋道三教 Confucianism Buddhism & Taoism	83	新界元朗天水圍天柏路 2 號 (2445 0101) 2 Tin Pak Road, Tin Shui Wai, YL, NT

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When filling in Part A of the "Choice of Schools Form", parents may select any government or aided primary schools in Hong Kong. Parents should make their choices strictly from the "Choice of Schools List for Central Allocation (for applicant children residing in the Mainland)" when filling in Part B.

備註 Remarks

** 學校預留的統一派位學額，會因應實際需求而調整。另一方面，學校最終開辦小一班級的數目須根據既定準則而定。

The number of P1 places for Central Allocation is provisional and is subject to adjustment based on the actual demand. Besides, the number of P1 classes to be operated by a school in the end is determined according to the established criteria.

S 學校基本每班派位名額為 25 人。須注意，小班教學是一種教學帶動的分組法，學校實施小班教學會按學習目標和學生需要訂定教學組的大小和數目；每班派位人數不應也不須和教學組的大小劃上等號。

The number of school places for allocation of the school is basically 25 students per class. It is worth noting that, conceptually speaking, small class teaching is a kind of teaching setting or grouping driven by teaching considerations and schools implementing small class teaching may have different size of grouping and different number of groups subject to the learning objectives and students' needs. The number of students allocated per class should not and need not be taken as equivalent to the grouping.

P 該校具備有部分可供肢體傷殘學生使用的設施，有關詳情請直接向學校查詢。

The school is equipped with some facilities for the children with physical disability. For details, please contact the school direct.

U8 該校與天水圍循道衛理中學採用「一條龍」辦學模式。

The school and Tin Shui Wai Methodist College adopt the 'through-train' mode.

U9 該校的學生將可直接升讀中華基督教青年會中學，而中華基督教青年會中學已於 2008 年 9 月 1 日轉為直資學校，有關詳情請直接向學校查詢。

The pupils of the school can directly promote to Chinese YMCA Secondary School and Chinese YMCA Secondary School has become a Direct Subsidy Scheme Secondary School with effect from 1 September 2008. For details, please contact the school direct.

U10 該校與順德聯誼總會翁祐中學採用「一條龍」辦學模式。

The school and Shun Tak Fraternal Assn Yung Yau College adopt the 'through-train' mode.

U11 該校與金巴崙長老會耀道中學採用「一條龍」辦學模式。

The school and Cumberland Presbyterian Church Yao Dao Secondary School adopt the 'through-train' mode.

2014 年度小一入學統一派位選校名單（居於內地申請兒童）

Choice of Schools List for Central Allocation
(for Applicant Children Residing in the Mainland)
Primary One Admission 2014

元朗
Yuen
Long

選校 編號 Choice Code	學 校 名 稱 Name of School	授課 時間 Session	學校 類別 School Type	資助 類別 Finance Type	宗教 Religion	**暫定統一 派位學額 Provisional Number of Places for Central Allocation	學 校 地 址 （電話號碼） School Address (Telephone Number)
7401	鐘聲學校 (P) Chung Sing School	全日 whole-day	男女 co-ed	資助 aided		10	新界元朗舊墟路 2 9 號 (2476 2505) 29 Kau Hui Road, YL, NT
7402	錦田公立蒙養學校 (S) Kam Tin Mung Yeung Public School	全日 whole-day	男女 co-ed	資助 aided		2	新界元朗錦田 (2476 2414) Kam Tin, YL, NT
7403	光明英來學校 (S) (P) Kwong Ming Ying Loi School	全日 whole-day	男女 co-ed	資助 aided		10	新界元朗元政路 1 2 號 (2476 2610) 12 Yuen Ching Road, YL, NT
7404	中華基督教會元朗真光小學 CCC Chun Kwong Primary School	全日 whole-day	男女 co-ed	資助 aided	基督教 Protestantism/ Christianity	4	新界元朗鐘聲徑 (2476 2696) Chung Sing Path, YL, NT
7405	八鄉中心小學 (S) Pat Heung Central Primary School	全日 whole-day	男女 co-ed	資助 aided		2	新界元朗八鄉錦田蓮花地 1 9 9 號 (2488 1520) 199 Lin Fa Tei, Kam Tin, Pat Heung, YL, NT
7406	惇裕學校 (S) Tun Yu School	全日 whole-day	男女 co-ed	資助 aided		34	新界元朗新田 (2471 1915) San Tin, YL, NT
7407	港澳信義會黃陳淑英紀念學校 (S) HKMLC Wong Chan Sook Ying Memorial School	全日 whole-day	男女 co-ed	資助 aided	基督教 Protestantism/ Christianity	4	新界元朗錦綉花園 (2471 8502) Fairview Park, YL, NT
7408	通德學校 (S) Tung Tak School	全日 whole-day	男女 co-ed	資助 aided		2	新界錦田城門新村 (2476 1101) Shing Mun San Tsuen, Kam Tin, NT
7409	基督教宣道會徐澤林紀念小學 (P) C. & M. A. Chui Chak Lam Memorial School	全日 whole-day	男女 co-ed	資助 aided	基督教 Protestantism/ Christianity	10	新界元朗建德街 (2381 3904) Kin Tak Street, YL, NT
7410	聖公會錦田聖約瑟小學 (P) SKH Kam Tin St Joseph's Primary School	全日 whole-day	男女 co-ed	資助 aided	基督教 Protestantism/ Christianity	4	新界元朗錦田波地路 12 號 (2476 4962) 12 Bo Tei Road, Kam Tin, YL, NT
7411	元朗官立小學 (S) (P) Yuen Long Government Primary School	全日 whole-day	男女 co-ed	官立 govt		10	新界元朗坳頭 (2476 1160) Au Tau, YL, NT
7412	佛教榮茵學校 (S) (P) Buddhist Wing Yan School	全日 whole-day	男女 co-ed	資助 aided	佛教 Buddhism	8	新界元朗鳳攸南街 6 號 (2475 0433) 6 Fung Yau Street South, YL, NT

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When filling in Part A of the “Choice of Schools Form”, parents may select any government or aided primary schools in Hong Kong. Parents should make their choices strictly from the “Choice of Schools List for Central Allocation (for applicant children residing in the Mainland)” when filling in Part B.

備註 Remarks

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The school is equipped with some facilities for the children with physical disability. For details, please contact the school direct.

2014 年度小一入學統一派位選校名單（居於內地申請兒童）

Choice of Schools List for Central Allocation (for Applicant Children Residing in the Mainland)

Primary One Admission 2014

北區
North

選校編號 Choice Code	學校名稱 Name of School	授課時間 Session	學校類別 School Type	資助類別 Finance Type	宗教 Religion	**暫定統一派位學額 Provisional Number of Places for Central Allocation	學校地址（電話號碼） School Address (Telephone Number)
8001	鳳溪第一小學 (PR) Fung Kai No. 1 Primary School	全日 whole-day	男女 co-ed	資助 aided		8	新界上水馬會道 15 及 19 號 (2670 9353) 15 & 19 Jockey Club Road, Sheung Shui, NT
8002	鳳溪創新小學 (P) Fung Kai Innovative School	全日 whole-day	男女 co-ed	資助 aided		8	新界上水馬會道 19A 號 (2639 2201) 19A Jockey Club Road, Sheung Shui, NT
8003	香港正覺蓮社佛教陳式宏學校 (S) HHCKLA Buddhist Chan Shi Wan Primary School	全日 whole-day	男女 co-ed	資助 aided	佛教 Buddhism	8	新界上水彩園邨 (2671 6665) Choi Yuen Estate, Sheung Shui, NT
8004	香港正覺蓮社佛教正慧小學 (P) HHCKLA Buddhist Wisdom Primary School	全日 whole-day	男女 co-ed	資助 aided	佛教 Buddhism	10	新界上水清城路 6 號 (2668 9088) 6 Ching Shing Road, Sheung Shui, NT
8005	石湖墟公立學校 (S) (P) Shek Wu Hui Public School	全日 whole-day	男女 co-ed	資助 aided		10	新界上水天平邨 (2672 1274) Tin Ping Estate, Sheung Shui, NT
8006	上水惠州公立學校 (P) Wai Chow Public School (Sheung Shui)	全日 whole-day	男女 co-ed	資助 aided		10	新界上水天平路 51 號 (2673 1183) 51 Tin Ping Road, Sheung Shui, NT
8007	育賢學校 (S) (P) Yuk Yin School	全日 whole-day	男女 co-ed	資助 aided		2	新界上水馬會道（近石湖墟）(2672 9917) Jockey Club Road, Sheung Shui, NT (Near Shek Wu Hui)
8008	金錢村何東學校 (S) Kam Tsin Village Ho Tung School	全日 whole-day	男女 co-ed	資助 aided		54	新界上水金錢村 (2670 3849) Kam Tsin Village, Sheung Shui, NT
8009	東莞學校 (S) Tung Koon School	全日 whole-day	男女 co-ed	資助 aided		4	新界上水馬會道（近石湖墟）(2670 0334) Jockey Club Road, Sheung Shui, NT (Near Shek Wu Hui)
8010	聖公會榮真小學 SKH Wing Chun Primary School	全日 whole-day	男女 co-ed	資助 aided	基督教 Protestantism/ Christianity	8	新界粉嶺吉祥街 3 號 (2670 3338) 3 Kat Cheung Crescent, Fanling, NT
8011	曾梅千禧學校 (P) Tsang Mui Millennium School	全日 whole-day	男女 co-ed	資助 aided		10	新界上水清城路 1 號 (2670 3111) 1 Ching Shing Road, Sheung Shui, NT
8012	李志達紀念學校 (P) Lee Chi Tat Memorial School	全日 whole-day	男女 co-ed	資助 aided		10	新界上水石湖墟天平路 30 號 (2673 8581) 30 Tin Ping Road, Shek Wu Hui, Sheung Shui, NT
8013	東華三院港九電器商聯會小學 (S) TWGHS HK & KLN E.A.M.A. Ltd. School	全日 whole-day	男女 co-ed	資助 aided		8	新界上水石湖墟第七區 (2672 3285) Area 7, Shek Wu Hui, Sheung Shui, NT
8014	東華三院馬錦燦紀念小學 (S) (P) (#5) TWGHS Ma Kam Chan Memorial Primary School	全日 whole-day	男女 co-ed	資助 aided		8	新界上水彩園邨 (2671 1071) Choi Yuen Estate, Sheung Shui, NT

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備註 Remarks

- ** 學校預留的統一派位學額，會因應實際需求而調整。另一方面，學校最終開辦小一班級的數目須根據既定準則而定。
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The school is equipped with some facilities for the children with physical disability. For details, please contact the school direct.
- #5 該校已獲分配一所位於粉嶺 36 區擬建的新校舍。建校工程預期於 2016 年第四季完成。倘若建校工程有所延誤，遷校計劃可能會延遲。有關詳情請直接向學校查詢。
The school has been allocated a planned new school premises at Area 36, Fanling. The construction works is expected to be completed in the fourth quarter of 2016. If there is a slippage in the construction works of the school premises, the relocation of the school may be postponed. For details, please contact the school direct.
- PR 該校小一班級會開辦在兩個校舍，分別位於上水賽馬會道 19 號和 15 號。家長須注意，申請兒童若獲派該校會按隨機方式被分派至不同的校舍。
The school operates P1 classes at two school premises at 19 and 15 Jockey Road, Sheung Shui respectively. Parents should note that applicant children allocated to the school will be arranged randomly to different school premises.

2014 年度小一入學統一派位選校名單（居於內地申請兒童）

Choice of Schools List for Central Allocation (for Applicant Children Residing in the Mainland)

Primary One Admission 2014

北區
North

選校 編號 Choice Code	學 校 名 稱 Name of School	授課 時間 Session	學校 類別 School Type	資助 類別 Finance Type	宗教 Religion	**暫定統一 派位學額 Provisional Number of Places for Central Allocation	學 校 地 址 (電 話 號 碼) School Address (Telephone Number)
8101	香海正覺蓮社佛教正覺蓮社學校 (S) (P) HHCKLA Buddhist Ching Kok Lin Assn Primary School	全日 whole-day	男女 co-ed	資助 aided	佛教 Buddhism	10	新界粉嶺一鳴路 1 2 號 (2675 4411) 12 Yat Ming Road, Fanling, NT
8102	粉嶺公立學校 Fanling Public School	全日 whole-day	男女 co-ed	資助 aided		6	新界粉嶺粉嶺村 (2670 2297) Fanling Village, Fanling, NT
8103	粉嶺官立小學 (S) (P) Fanling Government Primary School	全日 whole-day	男女 co-ed	官立 govt		6	新界粉嶺祥華邨 (2669 5890) Cheung Wah Estate, Fanling, NT
8104	上水宣道小學 (P) Alliance Primary School, Sheung Shui	全日 whole-day	男女 co-ed	資助 aided	基督教 Protestantism/ Christianity	6	新界粉嶺聯和墟和睦路 2 號 (2670 2257) 2 Wo Muk Road, Luen Wo Hui, Fanling, NT
8105	寶血會培靈學校 (S) Pui Ling School of The Precious Blood	全日 whole-day	男女 co-ed	資助 aided	天主教 Catholicism	6	新界粉嶺安樂村安樂門街 1 3 號 (2675 6617) 13 On Lok Mun Street, On Lok Tsuen, Fanling, NT
8106	方樹福堂基金方樹泉小學 (S) (P) FSFTF Fong Shu Chuen Primary School	全日 whole-day	男女 co-ed	資助 aided		4	新界粉嶺華明邨第二期 (2708 2211) Wah Ming Estate, Phase II, Fanling, NT
8107	鳳溪廖潤琛紀念學校 (S) Fung Kai Liu Yun-Sum Memorial School	全日 whole-day	男女 co-ed	資助 aided		6	新界粉嶺華明邨第一期 (2677 2311) Wah Ming Estate, Phase I, Fanling, NT
8108	打鼓嶺嶺英公立學校 (S) Ta Ku Ling Ling Ying Public School	全日 whole-day	男女 co-ed	資助 aided		54	新界打鼓嶺週田村 (2674 0538) Chow Tin Village, Ta Ku Ling, NT
8109	五旬節斬茂生小學 (S) Pentecostal Gin Mao Sheng Primary School	全日 whole-day	男女 co-ed	資助 aided	基督教 Protestantism/ Christianity	8	新界粉嶺璧峰路 4 號 (2670 0103) 4 Pik Fung Road, Fanling, NT
8110	五旬節于良發小學 (S) (P) Pentecostal Yu Leung Fat Primary School	全日 whole-day	男女 co-ed	資助 aided	基督教 Protestantism/ Christianity	8	新界粉嶺暉明路 1 6 號 (2679 5626) 16 Fai Ming Road, Fanling, NT
8111	聖公會嘉福榮真小學 (P) SKH Ka Fuk Wing Chun Primary School	全日 whole-day	男女 co-ed	資助 aided	基督教 Protestantism/ Christianity	8	新界粉嶺嘉福邨小學校舍 (2947 6888) Primary School, Ka Fuk Estate, Fanling, NT
8112	基督教粉嶺神召會小學 (S) (P) Fanling Assembly of God Church Primary School	全日 whole-day	男女 co-ed	資助 aided	基督教 Protestantism/ Christianity	8	新界粉嶺和鳴里 2 號 (2947 9966) 2 Wo Ming Lane, Fanling, NT
8301	山咀公立學校 (S) Shan Tsui Public School	全日 whole-day	男女 co-ed	資助 aided		15	新界沙頭角山咀村 (2674 2120) Shan Tsui Village, Sha Tau Kok, NT
8302	沙頭角中心學校 (S) (P) Sha Tau Kok Central Primary School	全日 whole-day	男女 co-ed	資助 aided		15	新界沙頭角墟 (2674 9080) Sha Tau Kok Hui, NT

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2014 年度小一入學統一派位選校名單（居於內地申請兒童）

Choice of Schools List for Central Allocation
(for Applicant Children Residing in the Mainland)
Primary One Admission 2014

大埔
Tai Po

選校 編號 Choice Code	學 校 名 稱 Name of School	授課 時間 Session	學校 類別 School Type	資助 類別 Finance Type	宗教 Religion	**暫定統一 派位學額 Provisional Number of Places for Central Allocation	學 校 地 址 （電話號碼） School Address (Telephone Number)
8401	大埔舊墟公立學校（寶湖道）(P) Tai Po Old Market Public School (Plover Cove)	全日 whole-day	男女 co-ed	資助 aided		10	新界大埔寶湖道 7 號 (2665 2333) 7 Plover Cove Road, Tai Po, NT
8402	香港道教聯合會雲泉吳禮和紀念學校 (S) (P) HK Taoist Assn Wun Tsuen Ng Lai Wo Memorial School	全日 whole-day	男女 co-ed	資助 aided	道教 Taoism	8	新界大埔大元邨 (2667 2111) Tai Yuen Estate, Tai Po, NT
8403	新界婦孺福利會梁省德學校 (S) NTWJWAL Leung Sing Tak Primary School	全日 whole-day	男女 co-ed	資助 aided		8	新界大埔大元邨 (2664 1223) Tai Yuen Estate, Tai Po, NT
8404	三水同鄉會潮景榮學校 (S) (P) Sam Shui Natives Assn Huen King Wing School	全日 whole-day	男女 co-ed	資助 aided		8	新界大埔富善邨 (2661 9383) Fu Shin Estate, Tai Po, NT
8405	大埔浸信會公立學校 (S) (P) Tai Po Baptist Public School	全日 whole-day	男女 co-ed	資助 aided	基督教 Protestantism/ Christianity	10	新界大埔廣福邨 (2656 3933) Kwong Fuk Estate, Tai Po, NT
8406	大埔崇德黃建常紀念學校 (S) Sung Tak Wong Kin Sheung Memorial School	全日 whole-day	男女 co-ed	資助 aided		8	新界大埔東昌街 (2653 5565) Tung Cheong Street, Tai Po, NT
8407	大埔舊墟公立學校 Tai Po Old Market Public School	全日 whole-day	男女 co-ed	資助 aided		8	新界大埔安祥路 1 0 號 (2665 4610) 10 On Cheung Road, Tai Po, NT
8408	保良局田家炳小學 (S) (P) PLK Tin Ka Ping Primary School	全日 whole-day	男女 co-ed	資助 aided		8	新界大埔第六區蓮頭塘口 (2652 1222) Area 6, Wan Tau Tong Estate, Tai Po, NT
8409	聖公會阮鄭夢芹小學 (S) (P) SKH Yuen Chen Maun Chen Primary School	全日 whole-day	男女 co-ed	資助 aided	基督教 Protestantism/ Christianity	10	新界大埔廣福邨 (2658 9183) Kwong Fuk Estate, Tai Po, NT
8410	港九街坊婦女會孫方中小學 (S) (P) (U12) HK & KLN KFWA Sun Fong Chung Primary School	全日 whole-day	男女 co-ed	資助 aided		8	新界大埔富善邨 (2661 8896) Fu Shin Estate, Tai Po, NT
8411	林村公立黃福鑾紀念學校 (S) (P) Lam Tsuen Public Wong Fook Luen Memorial School	全日 whole-day	男女 co-ed	資助 aided		8	新界大埔太和邨 (2650 3355) Tai Wo Estate, Tai Po, NT
8412	大埔循道衛理小學 (S) (P) Tai Po Methodist School	全日 whole-day	男女 co-ed	資助 aided	基督教 Protestantism/ Christianity	10	新界大埔棟樑路 1 0 號 (2662 2011) 10 Tung Leung Road, Tai Po, NT
8413	保良局田家炳千禧小學 (S) (P) PLK Tin Ka Ping Millennium Primary School	全日 whole-day	男女 co-ed	資助 aided		10	新界大埔大埔公路大埔滘段 4 6 4 1 號 (近鹿茵山莊) (2650 5551) 4641 Tai Po Road, Tai Po Kau, Tai Po, NT (Near Deer Hill Bay)
8414	仁濟醫院蔡衍濤小學 (S) (P) Yan Chai Hosp Choi Hin To Primary School	全日 whole-day	男女 co-ed	資助 aided		8	新界大埔第六區蓮頭塘邨 (2656 116) Area 6, Wan Tau Tong Estate, Tai Po, NT
8415	大埔官立小學 (S) (P) Tai Po Government Primary School	全日 whole-day	男女 co-ed	官立 govt		10	新界大埔大埔太和路 8 號 (2656 382) 8 Tai Po Tai Wo Road, Tai Po, NT
8416	香港教育學院賽馬會小學 (S) (P) The HKIED Jockey Club Primary School	全日 whole-day	男女 co-ed	資助 aided		6	新界大埔露屏路 1 0 號 (2948 1122) 10 Lo Ping Road, Tai Po, NT
8417	天主教聖母聖心小學 (S) (P) Sacred Heart of Mary Catholic Primary School	全日 whole-day	男女 co-ed	資助 aided	天主教 Catholicism	8	新界大埔富亨邨第一期 (2660 6161) Fu Heng Estate, Phase I, Tai Po, NT
8418	聖公會阮鄭夢芹銀禧小學 (S) (P) SKH Yuen Chen Maun Chen Jubilee Primary School	全日 whole-day	男女 co-ed	資助 aided	基督教 Protestantism/ Christianity	8	新界大埔富亨邨第四期 (2666 0606) Phase IV, Fu Heng Estate, Tai Po, NT

家長在填寫「選擇學校表格」時，可於甲部填寫香港任何一所官立或資助小學；而在乙部則必須填寫《統一派位選校名單（居於內地申請兒童）》內的學校。When filling in Part A of the “Choice of Schools Form”, parents may select any government or aided primary schools in Hong Kong. Parents should make their choices strictly from the “Choice of Schools List for Central Allocation (for applicant children residing in the Mainland)” when filling in Part B.

備註 Remarks

** 學校預留的統一派位學額，會因應實際需求而調整。另一方面，學校最終開辦小一班級的數目須根據既定準則而定。

The number of P1 places for Central Allocation is provisional and is subject to adjustment based on the actual demand. Besides, the number of P1 classes to be operated by a school in the end is determined according to the established criteria.

S 學校基本每班派位名額為 25 人。須注意，小班教學是一種教學帶動的分組法，學校實施小班教學會按學習目標和學生需要訂定教學組的大小和數目；每班派位人數不應也不須和教學組的大小劃上等號。

The number of school places for allocation of the school is basically 25 students per class. It is worth noting that, conceptually speaking, small class teaching is a kind of teaching setting or grouping driven by teaching considerations and schools implementing small class teaching may have different size of grouping and different number of groups subject to the learning objectives and students' needs. The number of students allocated per class should not and need not be taken as equivalent to the grouping.

P 該校具備有部分可供肢體傷殘學生使用的設施，有關詳情請直接向學校查詢。

The school is equipped with some facilities for the children with physical disability. For details, please contact the school direct.

U12 該校與港九街坊婦女會孫方中書院採用「一條龍」辦學模式。

The school and HK & Kowloon Kaifong Women's Association Sun Fong Chung College adopt the 'through-train' mode.

2014 年度小一入學統一派位選校名單（居於內地申請兒童）

Choice of Schools List for Central Allocation
(for Applicant Children Residing in the Mainland)

Primary One Admission 2014

其他地區
Other
Districts

選校 編號 Choice Code	學 校 名 稱 Name of School	授課 時間 Session	學校 類別 School Type	資助 類別 Finance Type	宗教 Religion	**暫定統一 派位學額 Provisional Number of Places for Central Allocation	學 校 地 址 （電話號碼） School Address (Telephone Number)
黃大仙 Wong Tai Sin							
4303	浸信會天虹小學 (S) (P) (T) Baptist Rainbow Primary School	全日 whole-day	男女 co-ed	資助 aided	基督教 Protestantism/ Christianity	50	九龍竹園南邨 (2328 7971) Chuk Yuen South Estate, Kln
馬鞍山 Ma On Shan							
8904	香港道教聯合會純陽小學 (S) (P) HK Taoist Assn Shun Yeung Primary School	全日 whole-day	男女 co-ed	資助 aided	道教 Taoism	50	新界沙田馬鞍山鞍駿街 30 號 (2642 2355) 30 On Chun Street, Ma On Shan, Shatin, NT
8906	基督教香港信義會馬鞍山信義學校 (S) (P) The Evangelical Lutheran Church of Hong Kong Ma On Shan Lutheran Primary School	全日 whole-day	男女 co-ed	資助 aided	基督教 Protestantism/ Christianity	50	新界沙田馬鞍山恒安邨 (2642 9118) Heng On Estate, Ma On Shan, Shatin, NT
東涌 Tung Chung							
9804	寶安商會溫浩根小學 (S) (P) Po On Com Assn Wan Ho Kan Primary School	全日 whole-day	男女 co-ed	資助 aided		75	新界大嶼山東涌富東邨 (2109 0045) Fu Tung Estate, Tung Chung, Lantau Island, NT
9807	香港教育工作者聯會黃楚標學校 (S) (P) (U17) HKFEW Wong Cho Bau School	全日 whole-day	男女 co-ed	資助 aided		75	新界大嶼山東涌逸東（一）邨 (2109 0087) Yat Tung Estate, Tung Chung, Lantau Island, NT
9809	東涌天主教學校 (S) (P) (U18) Tung Chung Catholic School	全日 whole-day	男女 co-ed	資助 aided	天主教 Catholicism	50	新界大嶼山東涌逸東街 8 號逸東（二）邨 (2109 4962) 8 Yat Tung Street, Yat Tung (2) Estate, Tung Chung, Lantau Island, NT

家長在填寫「選擇學校表格」時，可於甲部填寫香港任何一所官立或資助小學；而在乙部則必須填寫《統一派位選校名單（居於內地申請兒童）》內的學校。
When filling in Part A of the “Choice of Schools Form”, parents may select any government or aided primary schools in Hong Kong. Parents should make their choices strictly from the “Choice of Schools List for Central Allocation (for applicant children residing in the Mainland)” when filling in Part B.

備註 Remarks

- ** 學校預留的統一派位學額，會因應實際需求而調整。另一方面，學校最終開辦小一班級的數目須根據既定準則而定。
The number of P1 places for Central Allocation is provisional and is subject to adjustment based on the actual demand. Besides, the number of P1 classes to be operated by a school in the end is determined according to the established criteria.
- S 學校基本每班派位名額為 25 人。須注意，小班教學是一種教學帶動的分組法，學校實施小班教學會按學習目標和學生需要訂定教學組的大小和數目；每班派位人數不應也不須和教學組的大小劃上等號。
The number of school places for allocation of the school is basically 25 students per class. It is worth noting that, conceptually speaking, small class teaching is a kind of teaching setting or grouping driven by teaching considerations and schools implementing small class teaching may have different size of grouping and different number of groups subject to the learning objectives and students' needs. The number of students allocated per class should not and need not be taken as equivalent to the grouping.
- P 該校具備有部分可供肢體傷殘學生使用的設施，有關詳情請直接向學校查詢。
The school is equipped with some facilities for the children with physical disability. For details, please contact the school direct.
- T 根據該校資料，該校會在落馬洲管制站以及深圳灣口岸提供交通配套。詳情請直接向學校查詢。
According to the school, transportation arrangements are available at Lok Ma Chau Control Point and Shenzhen Bay Port. Please contact the school direct for details.
- U17 該校與香港教育工作者聯會黃楚標中學採用「一條龍」辦學模式。
The school and HKFEW Wong Cho Bau Secondary School adopt the ‘through-train’ mode.
- U18 該校與東涌天主教學校採用「一條龍」辦學模式。
The school and Tung Chung Catholic School adopt the ‘through-train’ mode.

2015 年度小一入學統一派位選校名單（居於內地申請兒童）

Choice of Schools List for Central Allocation
(for Applicant Children Residing in the Mainland)
Primary One Admission 2015

屯門
Tuen
Mun

選校 編號 Choice Code	學 校 名 稱 Name of School	授課 時間 Session	學校 類別 School Type	資助 類別 Finance Type	宗教 Religion	**暫定統一 派位學額 Provisional Number of Places for Central Allocation	學 校 地 址 （電話號碼） School Address (Telephone Number)
7001	五邑鄒振猷學校 (S) (P) FDBWA Chow Chin Yau School	全日 whole-day	男女 co-ed	資助 aided		8	新界屯門蝴蝶邨兆山苑 (2467 1882) Siu Shan Court, Butterfly Estate, Tuen Mun, NT
7002	樂善堂梁黃蕙芳紀念學校 (S) (P) LST Leung Wong Wai Fong Memorial School	全日 whole-day	男女 co-ed	資助 aided		58	新界屯門山景邨 (2466 6712) Shan King Estate, Tuen Mun, NT
7003	柏立基教育學院校友會何壽基學校 (S) (P) SRBCEPSA Ho Sau Ki School	全日 whole-day	男女 co-ed	資助 aided		58	新界屯門田景邨 (2455 6111) Tin King Estate, Tuen Mun, NT
7004	屯門官立小學 (S) (P) Tuen Mun Government Primary School	全日 whole-day	男女 co-ed	官立 govt		8	新界屯門兆康苑 (2465 1662) Siu Hong Court, Tuen Mun, NT
7005	香港紅卍字會屯門卍慈小學 (S) (P) HK Red Swastika Society Tuen Mun Primary School	全日 whole-day	男女 co-ed	資助 aided		83	新界屯門良景邨 (2461 1968) Leung King Estate, Tuen Mun, NT
7006	台山商會學校 (S) (P) Toi Shan Association Primary School	全日 whole-day	男女 co-ed	資助 aided		60	新界屯門大興邨石排頭路 1 4 號 (2462 2866) 14 Shek Pai Tau Road, Tai Hing Estate, Tuen Mun, NT
7007	保良局志豪小學 (P) PLK Horizon East Primary School	全日 whole-day	男女 co-ed	資助 aided		10	新界屯門興富街 3 號 (2702 0707) 3 Hing Fu Street, Tuen Mun, NT
7008	保良局方王錦全小學 PLK Fong Wong Kam Chuen Primary School	全日 whole-day	男女 co-ed	資助 aided		8	新界屯門良景邨 (2466 1882) Leung King Estate, Tuen Mun, NT
7009	世界龍岡學校劉德容紀念小學 (S) (P) LKWFLS Lau Tak Yung Memorial Primary School	全日 whole-day	男女 co-ed	資助 aided		83	新界屯門湖翠路 2 6 3 號 (2404 5333) 263 Wu Chui Road, Tuen Mun, NT
7010	香港路德會增城兆霖學校 (S) (P) Lutheran Tsang Shing Siu Leun School	全日 whole-day	男女 co-ed	資助 aided	基督教 Protestantism/ Christianity	8	新界屯門蝴蝶邨 (2466 5885) Butterfly Estate, Tuen Mun, NT
7011	仁德天主教小學 (S) (P) Yan Tak Catholic Primary School	全日 whole-day	男女 co-ed	資助 aided	天主教 Catholicism	83	新界屯門蝴蝶邨 (2463 6171) Butterfly Estate, Tuen Mun, NT
7012	中華基督教會何福堂小學 (S) (P) CCC Hoh Fuk Tong Primary School	全日 whole-day	男女 co-ed	資助 aided	基督教 Protestantism/ Christianity	60	新界屯門龍門路 4 1 號 (2459 7156) 41 Lung Mun Road, Tuen Mun, NT
7013	仁濟醫院羅陳楚思小學 (S) (P) YCH Law Chan Chor Si Primary School	全日 whole-day	男女 co-ed	資助 aided		10	新界屯門湖景路 2 9 號 (2441 3366) 29 Wu King Road, Tuen Mun, NT
7014	中華基督教會蒙黃花沃紀念小學 (S) (P) CCC Mong Wong Far Yok Memorial Primary School	全日 whole-day	男女 co-ed	資助 aided	基督教 Protestantism/ Christianity	33	新界屯門田景邨 (2456 3678) Tin King Estate, Tuen Mun, NT
7015	僑港伍氏宗親會伍時暢紀念學校 (S) (P) HK ENG C A Wu Si Chong Memorial School	全日 whole-day	男女 co-ed	資助 aided		8	新界屯門建生邨 (2454 4122) Kin Sang Estate, Tuen Mun, NT
7016	道教青松小學（湖景邨）(S) (P) Taoist Ching Chung Primary School (Wu King Estate)	全日 whole-day	男女 co-ed	資助 aided	道教 Taoism	8	新界屯門湖景邨 (2465 2881) Wu King Estate, Tuen Mun, NT
7017	保良局莊啟程第二小學 (S) (P) PLK Vicwood K T Chong No. 2 Primary School	全日 whole-day	男女 co-ed	資助 aided		10	新界屯門大興邨 (2462 1722) Tai Hing Estate, Tuen Mun, NT
7018	保良局梁周順琴小學 (P) PLK Leung Chow Shun Kam Primary School	全日 whole-day	男女 co-ed	資助 aided		10	新界屯門湖景邨 (2467 8107) Wu King Estate, Tuen Mun, NT
7019	道教青松小學 (S) (P) Taoist Ching Chung Primary School	全日 whole-day	男女 co-ed	資助 aided	道教 Taoism	10	新界屯門山景邨 (2465 1222) Shan King Estate, Tuen Mun, NT

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When filling in Part A of the "Choice of Schools Form", parents may select any government or aided primary schools in Hong Kong. Parents should make their choices strictly from the "Choice of Schools List for Central Allocation (For Applicant Children Residing in the Mainland)" when filling in Part B.

備註 Remarks

** 此欄顯示按各學校的暫定開辦小一班級數目，計算自行分配學位階段後的剩餘學額；該數目屬暫定性質，會因應統一派位階段的實際需求而調整。另一方面，學校最終開辦小一班級的數目亦須根據既定準則視乎實際需要而定。

This column shows the remaining P1 places of each school after the Discretionary Places Admission stage, which is basically calculated according to the provisional number of P1 classes of the school. The figure is provisional in nature and is subject to adjustment based on the actual demand at the Central Allocation stage. Besides, the actual number of P1 classes approved for a school is determined according to the established criteria taking into account the actual demand.

S 學校實施小班教學，基本每班派位名額為 25 人。若在統一派位階段有實際的需要，學校每班或需加派學生。小班教學著眼教學策略，涉及教學帶動的分組法，學校實施小班教學會按學習目標和學生需要訂定教學組的大小和數目；每班派位人數不應也不須和教學組的大小劃上等號。

The school practises small class teaching with the number of school places for allocation being basically 25 students per class. Subject to the actual need at the Central Allocation stage, the school may be allocated more students per P1 class. Small class teaching is more concerned with the teaching and learning strategy and involves teaching setting or grouping driven by teaching considerations. Schools implementing small class teaching may have different sizes of grouping and different numbers of groups subject to the learning objectives and students' needs. The number of students allocated per class should not and need not be taken as equivalent to the grouping.

P 該校具備有部分可供肢體傷殘學生使用的設施，有關詳情請直接向學校查詢。

The school is equipped with some facilities for the children with physical disability. For details, please contact the school direct.

2015 年度小一入學統一派位選校名單（居於內地申請兒童）

Choice of Schools List for Central Allocation (for Applicant Children Residing in the Mainland) Primary One Admission 2015

屯門
Tuen
Mun

選校 編號 Choice Code	學 校 名 稱 Name of School	授課 時間 Session	學校 類別 School Type	資助 類別 Finance Type	宗教 Religion	**暫定統一 派位學額 Provisional Number of Places for Central Allocation	學 校 地 址 (電話號碼) School Address (Telephone Number)
7101	中華基督教會拔臣小學 (S) (P) CCC But San Primary School	全日 whole-day	男女 co-ed	資助 aided	基督教 Protestantism/ Christianity	4	新界屯門新墟青山公路28號 (2459 6221) 28 Castle Peak Road, San Hui, Tuen Mun, NT
7102	青山天主教小學 (S) Castle Peak Catholic Primary School	全日 whole-day	男女 co-ed	資助 aided	天主教 Catholicism	8	新界屯門鄉事會路2號 (2457 4634) 2 TM Heung Sze Wui Road, Tuen Mun, NT
7103	伊斯蘭學校 (S) Islamic Primary School	全日 whole-day	男女 co-ed	資助 aided	伊斯蘭教 Islam	33	新界屯門友愛邨 (2450 2270) Yau Oi Estate, Tuen Mun, NT
7104	興德學校 (S) (P) Hing Tak School	全日 whole-day	男女 co-ed	資助 aided		33	新界屯門慶平路 (2448 2211) Hing Ping Road, Tuen Mun, NT
7105	路德會呂祥光小學 (S) (P) Lui Cheung Kwong Lutheran Primary School	全日 whole-day	男女 co-ed	資助 aided	基督教 Protestantism/ Christianity	10	新界屯門安定邨 (2450 3128) On Ting Estate, Tuen Mun, NT
7106	博愛醫院歷屆總理聯誼會鄭任安夫人學校 (S) (P) AD&FDPOHL Mrs. Cheng Yam On School	全日 whole-day	男女 co-ed	資助 aided		8	新界屯門屯利街3號 (2451 2333) 3 Tuen Lee Street, Tuen Mun, NT
7107	博愛醫院歷屆總理聯誼會鄭任安夫人千禧小學 (S) (P) AD&FDPOH Mrs. Cheng Yam On Millennium School	全日 whole-day	男女 co-ed	資助 aided		10	新界屯門掃管笏路111號 (2451 0088) 111 So Kwun Wat Road, Tuen Mun, NT
7108	聖公會蒙恩小學 (S) (P) SKH Mung Yan Primary School	全日 whole-day	男女 co-ed	資助 aided	基督教 Protestantism/ Christianity	12	新界屯門景峰徑1號 (2459 8909) 1 King Fung Path, Tuen Mun, NT
7109	保良局西區婦女福利會馮李佩瑤小學 (S) (P) PLK Women's Welfare Club Western District Fung Lee Pui Yiu Primary School	全日 whole-day	男女 co-ed	資助 aided		8	新界屯門掃管笏管青路11號 (2411 2208) 11 Kwun Tsing Road, So Kwun Wat, Tuen Mun, NT
7110	東華三院鄧肇堅小學 (S) (P) TWGHS Tang Shiu Kin Primary School	全日 whole-day	男女 co-ed	資助 aided		8	新界屯門安定邨 (2403 0311) On Ting Estate, Tuen Mun, NT
7111	仁濟醫院何式南小學 (S) (P) YCH Ho Sik Nam Primary School	全日 whole-day	男女 co-ed	資助 aided		8	新界屯門16區(近友愛體育館) (2451 0325) Area 16, Tuen Mun, NT (Near Yau Oi Sports Centre)
7112	仁愛堂劉皇發夫人小學 (S) (P) YOT Madam Lau Wong Fat Primary School	全日 whole-day	男女 co-ed	資助 aided		33	新界屯門安定邨 (2451 0372) On Ting Estate, Tuen Mun, NT
7113	順德聯誼總會李金小學 (S) (P) STFA Lee Kam Primary School	全日 whole-day	男女 co-ed	資助 aided		10	新界屯門掃管笏路23號 (2441 1222) 23 So Kwun Wat Road, Tuen Mun, NT
7114	順德聯誼總會胡少渠紀念小學 (S) (P) STFA Wu Siu Kui Memorial Primary School	全日 whole-day	男女 co-ed	資助 aided		8	新界屯門安定邨 (2450 3833) On Ting Estate, Tuen Mun, NT
7115	順德聯誼總會何日東小學 (P) STFA Ho Yat Tung Primary School	全日 whole-day	男女 co-ed	資助 aided		8	新界屯門友愛邨 (2458 6111) Yau Oi Estate, Tuen Mun, NT

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When filling in Part A of the "Choice of Schools Form", parents may select any government or aided primary schools in Hong Kong. Parents should make their choices strictly from the "Choice of Schools List for Central Allocation (For Applicant Children Residing in the Mainland)" when filling in Part B.

備註 Remarks

- ** 此欄顯示按各學校的暫定開辦小一班級數目，計算自行分配學位階段後的剩餘學額；該數目屬暫定性質，會因應統一派位階段的實際需求而調整。另一方面，學校最終開辦小一班級的數目亦須根據既定準則視乎實際需要而定。
This column shows the remaining P1 places of each school after the Discretionary Places Admission stage, which is basically calculated according to the provisional number of P1 classes of the school. The figure is provisional in nature and is subject to adjustment based on the actual demand at the Central Allocation stage. Besides, the actual number of P1 classes approved for a school is determined according to the established criteria taking into account the actual demand.
- S 學校實施小班教學，基本每班派位名額為25人。若在統一派位階段有實際的需要，學校每班或需加派學生。小班教學著眼教學策略，涉及教學帶動的分組法，學校實施小班教學會按學習目標和學生需要訂定教學組的大小和數目；每班派位人數不應也不須和教學組的大小劃上等號。
The school practises small class teaching with the number of school places for allocation being basically 25 students per class. Subject to the actual need at the Central Allocation stage, the school may be allocated more students per P1 class. Small class teaching is more concerned with the teaching and learning strategy and involves teaching setting or grouping driven by teaching considerations. Schools implementing small class teaching may have different sizes of grouping and different numbers of groups subject to the learning objectives and students' needs. The number of students allocated per class should not and need not be taken as equivalent to the grouping.
- P 該校具備有部分可供肢體傷殘學生使用的設施，有關詳情請直接向學校查詢。
The school is equipped with some facilities for the children with physical disability. For details, please contact the school direct.

2015 年度小一入學統一派位選校名單（居於內地申請兒童）

Choice of Schools List for Central Allocation
(for Applicant Children Residing in the Mainland)

Primary One Admission 2015

元朗
Yuen
Long

選校 編號 Choice Code	學 校 名 稱 Name of School	授課 時間 Session	學校 類別 School Type	資助 類別 Finance Type	宗教 Religion	**暫定統一 派位學額 Provisional Number of Places for Central Allocation	學 校 地 址 （電話號碼） School Address (Telephone Number)
7201	樂善堂梁銑琚學校 (S) (P) LST Leung Kau Kui Primary School	全日 whole-day	男女 co-ed	資助 aided		10	新界元朗天水圍第四期天瑞邨屋邨小學校舍 (2448 6022) Estate Primary School, Tin Shui Estate Phase IV, Tin Shui Wai, YL, NT
7202	樂善堂梁銑琚學校（分校）(S) (P) LST Leung Kau Kui Primary School (Branch)	全日 whole-day	男女 co-ed	資助 aided		35	新界元朗天水圍 1 0 1 區第二小學校舍 (2445 6880) Second Primary School, Area 101, Tin Shui Wai, YL, NT
7203	香港學生輔助會小學 (S) (P) Hong Kong Student Aid Society Primary School	全日 whole-day	男女 co-ed	資助 aided	基督教 Protestantism/ Christianity	60	新界元朗天水圍天業路 2 號 (2342 0555) 2 Tin Yip Road, Tin Shui Wai, YL, NT
7204	伊利沙伯中學舊生會小學 (S) (P) (U6) QES Old Students' Assn Primary School	全日 whole-day	男女 co-ed	資助 aided		10	新界元朗天水圍天耀邨第一期 (2448 0883) Phase 1, Tin Yiu Estate, Tin Shui Wai, YL, NT
7205	伊利沙伯中學舊生會小學分校 (S) (P) (U7) QES Old Students' Assn Branch Primary School	全日 whole-day	男女 co-ed	資助 aided		10	新界元朗天水圍三區第四期 (2447 8686) Area 3, Phase 4, Tin Shui Wai, YL, NT
7206	元朗公立中學校友會英業小學 (S) (P) Yuen Long Public Middle School Alumni Association Ying Yip Primary School	全日 whole-day	男女 co-ed	資助 aided		10	新界元朗天水圍天瑞路 8 6 號 (2617 8200) 86 Tin Shui Road, Tin Shui Wai, YL, NT
7207	天水圍天主教小學 (S) (P) Tin Shui Wai Catholic Primary School	全日 whole-day	男女 co-ed	資助 aided	天主教 Catholicism	10	新界元朗天水圍天柏路 2 8 號 (2617 8212) 28 Tin Pak Road, Tin Shui Wai, YL, NT
7208	天水圍官立小學 (S) (P) Tin Shui Wai Government Primary School	全日 whole-day	男女 co-ed	官立 govt		10	新界元朗天水圍天瑞路 8 號 (2447 4288) 8 Tin Shui Road, Tin Shui Wai, YL, NT
7209	寶覺分校 (S) (P) Po Kok Branch School	全日 whole-day	男女 co-ed	資助 aided	佛教 Buddhism	29	新界元朗洪水橋丹桂村路 5 5 號 (2476 2258) 55 Tan Kwai Tsuen Road, Hung Shui Kiu, YL, NT
7210	東華三院姚達之紀念小學（元朗）(S) (P) TWGHS Yiu Dak Chi Memorial Primary School (Yuen Long)	全日 whole-day	男女 co-ed	資助 aided		60	新界元朗天水圍天瑞邨第一期屋邨小學 (2445 1264) Estate Primary School, Tin Shui Estate Phase 1, Tin Shui Wai, NT
7211	東華三院李東海小學 (S) (P) TWGHS Leo Tung-hai Lee Primary School	全日 whole-day	男女 co-ed	資助 aided		60	新界元朗天水圍天壇街 1 9 號 (2446 1188) 19 Tin Tan Street, Tin Shui Wai, YL, NT
7212	獅子會何德心小學 (S) (P) Lions Clubs International Ho Tak Sum Primary School	全日 whole-day	男女 co-ed	資助 aided		35	新界元朗天水圍三區第四期 (2617 9682) Area 3 Phase 4, Tin Shui Wai, YL, NT
7213	天水圍循道衛理小學 (S) (P) (U8) Tin Shui Wai Methodist Primary School	全日 whole-day	男女 co-ed	資助 aided	基督教 Protestantism/ Christianity	10	新界元朗天水圍三十一區第一期 (2448 0373) Phase 1, Area 31, Tin Shui Wai, YL, NT

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When filling in Part A of the "Choice of Schools Form", parents may select any government or aided primary schools in Hong Kong. Parents should make their choices strictly from the "Choice of Schools List for Central Allocation (For Applicant Children Residing in the Mainland)" when filling in Part B.

備註 Remarks

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- S 學校實施小班教學，基本每班派位名額為 25 人。若在統一派位階段有實際的需要，學校每班或需加派學生。小班教學著眼教學策略，涉及教學帶動的分組法，學校實施小班教學會按學習目標和學生需要訂定教學組的大小和數目；每班派位人數不應也不須和教學組的大小劃上等號。
The school practises small class teaching with the number of school places for allocation being basically 25 students per class. Subject to the actual need at the Central Allocation stage, the school may be allocated more students per P1 class. Small class teaching is more concerned with the teaching and learning strategy and involves teaching setting or grouping driven by teaching considerations. Schools implementing small class teaching may have different sizes of grouping and different numbers of groups subject to the learning objectives and students' needs. The number of students allocated per class should not and need not be taken as equivalent to the grouping.
- P 該校具備有部分可供肢體傷殘學生使用的設施，有關詳情請直接向學校查詢。
The school is equipped with some facilities for the children with physical disability. For details, please contact the school direct.
- U6 該校及伊利沙伯中學舊生會小學分校與伊利沙伯中學舊生會中學及伊利沙伯中學舊生會湯國華中學採用「一條龍」辦學模式。
The school and QES Old Students' Assn Branch Primary School together with Queen Elizabeth School Old Students' Assn Secondary School and QESOSA Tong Kwok Wah Secondary School adopt the 'through-train' mode.
- U7 該校及伊利沙伯中學舊生會小學與伊利沙伯中學舊生會中學及伊利沙伯中學舊生會湯國華中學採用「一條龍」辦學模式。
The school and QES Old Students' Assn Primary School together with Queen Elizabeth School Old Students' Assn Secondary School and QESOSA Tong Kwok Wah Secondary School adopt the 'through-train' mode.
- U8 該校與天水圍循道衛理中學採用「一條龍」辦學模式。
The school and Tin Shui Wai Methodist College adopt the 'through-train' mode.

2015 年度小一入學統一派位選校名單（居於內地申請兒童）

Choice of Schools List for Central Allocation
(for Applicant Children Residing in the Mainland)

Primary One Admission 2015

元朗
Yuen
Long

選校 編號 Choice Code	學 校 名 稱 Name of School	授課 時間 Session	學校 類別 School Type	資助 類別 Finance Type	宗教 Religion	**暫定統一 派位學額 Provisional Number of Places for Central Allocation	學 校 地 址 （電話號碼） School Address (Telephone Number)
7214	香港青年協會李兆基小學 (S) (P) HKFYG Lee Shau Kee Primary School	全日 whole-day	男女 co-ed	資助 aided		35	新界元朗天水圍天榮路 1 1 號 (2448 1011) 11 Tin Wing Road, Tin Shui Wai, YL, NT
7215	香港普通話研習社科技創意小學 (S) (P) Xianggang Putonghua Yanxishe Primary School of Science and Creativity	全日 whole-day	男女 co-ed	資助 aided		10	新界元朗天水圍天富苑第二期 (2470 8080) Phase 2, Tin Fu Court, Tin Shui Wai, YL, NT
7216	中華基督教青年會小學 (S) (P) Chinese YMCA Primary School	全日 whole-day	男女 co-ed	資助 aided	基督教 Protestantism/ Christianity	60	新界元朗天水圍天富苑第四期 (2445 0580) Phase 4, Tin Fu Court, Tin Shui Wai, YL, NT
7217	宣道會葉紹蔭紀念小學 (S) (P) Christian Alliance S Y Yeh Memorial Primary School	全日 whole-day	男女 co-ed	資助 aided	基督教 Protestantism/ Christianity	10	新界元朗天水圍天澤邨 (3152 2973) Tin Chak Estate, Tin Shui Wai, YL, NT
7218	順德聯誼總會伍冕端小學 (S) (P) (U9) Shun Tak Fraternal Assn Wu Mien Tuen Primary School	全日 whole-day	男女 co-ed	資助 aided		10	新界元朗天水圍第四期第 1 1 0 區小學 (3157 0630) Primary School in Area 110, Phase 4, Tin Shui Wai, YL, NT
7219	十八鄉鄉事委員會公益社小學 (S) (P) Shap Pat Heung Rural Committee Kung Yik She Primary School	全日 whole-day	男女 co-ed	資助 aided		10	新界元朗天水圍天城路 2 2 號 (2448 6623) 22 Tin Shing Road, Tin Shui Wai, YL, NT
7220	金巴崙長老會耀道小學 (S) (P) (U10) Cumberland Presbyterian Church Yao Dao Primary School	全日 whole-day	男女 co-ed	資助 aided	基督教 Protestantism/ Christianity	60	新界元朗天水圍天富苑 (2617 7926) Tin Fu Court, Tin Shui Wai, YL, NT
7221	聖公會天水圍靈愛小學 (S) (P) SKH Tin Shui Wai Ling Oi Primary School	全日 whole-day	男女 co-ed	資助 aided	基督教 Protestantism/ Christianity	35	新界元朗天水圍天瑞路 8 2 號 (2446 1633) 82 Tin Shui Road, Tin Shui Wai, YL, NT
7222	潮陽百欣小學 (S) (P) Chiu Yang Por Yen Primary School	全日 whole-day	男女 co-ed	資助 aided		35	新界元朗天水圍 1 0 4 區第一校舍（近美湖居） (2445 1666) School 1, Area 104, Tin Shui Wai, YL, NT (Near Maywood Court)
7223	香港潮陽小學 (S) Chiu Yang Primary School of Hong Kong	全日 whole-day	男女 co-ed	資助 aided		10	新界元朗天水圍天耀邨第三期 (2446 3018) Phase III, Tin Yiu Estate, Tin Shui Wai, YL, NT
7224	齋色園主辦可銘學校 (S) (P) Ho Ming Primary School (Sponsored By Sik Sik Yuen)	全日 whole-day	男女 co-ed	資助 aided	儒釋道三教 Confucianism, Buddhism & Taoism	33	新界元朗天水圍天柏路 2 號 (2445 0101) 2 Tin Pak Road, Tin Shui Wai, YL, NT
7225	中華基督教會方潤華小學（暫定校名）(P) (N) CCC Fong Yun Wah Primary School (Proposed school name)	全日 whole-day	男女 co-ed	資助 aided	基督教 Protestantism/ Christianity	38	新界元朗天水圍天耀邨第二期 (2476 2696) Phase II, Tin Yiu Estate, Tin Shui Wai, YL, NT

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When filling in Part A of the "Choice of Schools Form", parents may select any government or aided primary schools in Hong Kong. Parents should make their choices strictly from the "Choice of Schools List for Central Allocation (For Applicant Children Residing in the Mainland)" when filling in Part B.

備註 Remarks

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This column shows the remaining P1 places of each school after the Discretionary Places Admission stage, which is basically calculated according to the provisional number of P1 classes of the school. The figure is provisional in nature and is subject to adjustment based on the actual demand at the Central Allocation stage. Besides, the actual number of P1 classes approved for a school is determined according to the established criteria taking into account the actual demand.

S 學校實施小班教學，基本每班派位名額為 25 人。若在統一派位階段有實際的需要，學校每班或需加派學生。小班教學著眼教學策略，涉及教學帶動的分組法，學校實施小班教學會按學習目標和學生需要訂定教學組的大小和數目；每班派位人數不應也不須和教學組的大小劃上等號。

The school practises small class teaching with the number of school places for allocation being basically 25 students per class. Subject to the actual need at the Central Allocation stage, the school may be allocated more students per P1 class. Small class teaching is more concerned with the teaching and learning strategy and involves teaching setting or grouping driven by teaching considerations. Schools implementing small class teaching may have different sizes of grouping and different numbers of groups subject to the learning objectives and students' needs. The number of students allocated per class should not and need not be taken as equivalent to the grouping.

P 該校具備有部分可供肢體傷殘學生使用的設施，有關詳情請直接向學校查詢。

The school is equipped with some facilities for the children with physical disability. For details, please contact the school direct.

U9 該校與順德聯誼總會翁祐中學採用「一條龍」辦學模式。

The school and Shun Tak Fraternal Assn Yung Yau College adopt the 'through-train' mode.

U10 該校與金巴崙長老會耀道中學採用「一條龍」辦學模式。

The school and Cumberland Presbyterian Church Yao Dao Secondary School adopt the 'through-train' mode.

N 學校將會由 2015/16 至 2023/24 學年作有時限營運；獲派學生可完成六年小學課程。詳情請直接向學校查詢。

The school will be operated on a time-limited basis from the 2015/16 school year to the 2023/24 school year during which students allocated may complete the 6-year primary education. For details, please contact the school direct.

2015 年度小一入學統一派位選校名單（居於內地申請兒童）

Choice of Schools List for Central Allocation (for Applicant Children Residing in the Mainland) Primary One Admission 2015

元朗
Yuen
Long

選校 編號 Choice Code	學 校 名 稱 Name of School	授課 時間 Session	學校 類別 School Type	資助 類別 Finance Type	宗教 Religion	**暫定統一 派位學額 Provisional Number of Places for Central Allocation	學 校 地 址 (電 話 號 碼) School Address (Telephone Number)
7401	鐘聲學校 (P) Chung Sing School	全日 whole-day	男女 co-ed	資助 aided		10	新界元朗舊墟路 2 9 號 (2476 2505) 29 Kau Hui Road, YL, NT
7402	錦田公立蒙養學校 (S) Kam Tin Mung Yeung Public School	全日 whole-day	男女 co-ed	資助 aided		2	新界元朗錦田 (2476 2414) Kam Tin, YL, NT
7403	光明英來學校 (S) (P) Kwong Ming Ying Loi School	全日 whole-day	男女 co-ed	資助 aided		10	新界元朗元政路 1 2 號 (2476 2610) 12 Yuen Ching Road, YL, NT
7404	中華基督教會元朗真光小學 CCC Chun Kwong Primary School	全日 whole-day	男女 co-ed	資助 aided	基督教 Protestantism/ Christianity	4	新界元朗鐘聲徑 (2476 2696) Chung Sing Path, YL, NT
7405	八鄉中心小學 (S) Pat Heung Central Primary School	全日 whole-day	男女 co-ed	資助 aided		2	新界元朗八鄉錦田蓮花地 1 9 9 號 (2488 1520) 199 Lin Fa Tei, Kam Tin, Pat Heung, YL, NT
7406	惇裕學校 (S) Tun Yu School	全日 whole-day	男女 co-ed	資助 aided		4	新界元朗新田 (2471 1915) San Tin, YL, NT
7407	港澳信義會黃陳淑英紀念學校 (S) HKMLC Wong Chan Sook Ying Memorial School	全日 whole-day	男女 co-ed	資助 aided	基督教 Protestantism/ Christianity	4	新界元朗錦綉花園 (2471 8502) Fairview Park, YL, NT
7408	通德學校 (S) Tung Tak School	全日 whole-day	男女 co-ed	資助 aided		2	新界錦田城門新村 (2476 1101) Shing Mun San Tsuen, Kam Tin, NT
7409	基督教宣道會徐澤林紀念小學 (P) C. & M. A. Chui Chak Lam Memorial School	全日 whole-day	男女 co-ed	資助 aided	基督教 Protestantism/ Christianity	8	新界元朗建德街 (2381 3904) Kin Tak Street, YL, NT
7410	聖公會聖約瑟小學 (P) SKH St Joseph's Primary School	全日 whole-day	男女 co-ed	資助 aided	基督教 Protestantism/ Christianity	4	新界元朗錦田波地路 12 號 (2476 4962) 12 Po Tei Road, Kam Tin, YL, NT
7411	元朗官立小學 (S) (P) Yuen Long Government Primary School	全日 whole-day	男女 co-ed	官立 govt		10	新界元朗坳頭 (2476 1160) Au Tau, YL, NT
7412	佛教榮茵學校 (S) (P) Buddhist Wing Yan School	全日 whole-day	男女 co-ed	資助 aided	佛教 Buddhism	10	新界元朗鳳攸南街 6 號 (2475 0433) 6 Fung Yau Street South, YL, NT

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- S 學校實施小班教學，基本每班派位名額為 25 人。若在統一派位階段有實際的需要，學校每班或需加派學生。小班教學著眼教學策略，涉及教學帶動的分組法，學校實施小班教學會按學習目標和學生需要訂定教學組的大小和數目；每班派位人數不應也不須和教學組的大小劃上等號。
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- P 該校具備有部分可供肢體傷殘學生使用的設施，有關詳情請直接向學校查詢。
The school is equipped with some facilities for the children with physical disability. For details, please contact the school direct.

2015 年度小一入學統一派位選校名單 (居於內地申請兒童)

Choice of Schools List for Central Allocation
(for Applicant Children Residing in the Mainland)

Primary One Admission 2015

北區
North

選校 編號 Choice Code	學 校 名 稱 Name of School	授課 時間 Session	學校 類別 School Type	資助 類別 Finance Type	宗教 Religion	**暫定統一 派位學額 Provisional Number of Places for Central Allocation	學 校 地 址 (電話號碼) School Address (Telephone Number)
8001	鳳溪第一小學 (PR) Fung Kai No. 1 Primary School	全日 whole-day	男女 co-ed	資助 aided		12	新界上水馬會道 19 號 及 15 號 (2670 9353) 19 & 15 Jockey Club Road, Sheung Shui, NT
8002	鳳溪創新小學 (P) Fung Kai Innovative School	全日 whole-day	男女 co-ed	資助 aided		8	新界上水馬會道 19A 號 (2639 2201) 19A Jockey Club Road, Sheung Shui, NT
8003	香海正覺蓮社佛教陳式宏學校 (S) HHCKLA Buddhist Chan Shi Wan Primary School	全日 whole-day	男女 co-ed	資助 aided	佛教 Buddhism	10	新界上水彩園邨 (2671 6665) Choi Yuen Estate, Sheung Shui, NT
8004	香海正覺蓮社佛教正慧小學 (P) HHCKLA Buddhist Wisdom Primary School	全日 whole-day	男女 co-ed	資助 aided	佛教 Buddhism	10	新界上水清城路 6 號 (2668 9088) 6 Ching Shing Road, Sheung Shui, NT
8005	石湖墟公立學校 (S) (P) Shek Wu Hui Public School	全日 whole-day	男女 co-ed	資助 aided		8	新界上水天平邨 (2672 1274) Tin Ping Estate, Sheung Shui, NT
8006	上水惠州公立學校 (P) Wai Chow Public School (Sheung Shui)	全日 whole-day	男女 co-ed	資助 aided		10	新界上水天平路 51 號 (2673 1183) 51 Tin Ping Road, Sheung Shui, NT
8007	育賢學校 (S) (P) Yuk Yin School	全日 whole-day	男女 co-ed	資助 aided		2	新界上水馬會道 (近石湖墟) (2672 9917) Jockey Club Road, Sheung Shui, NT (Near Shek Wu Hui)
8008	金錢村何東學校 (S) Kam Tsin Village Ho Tung School	全日 whole-day	男女 co-ed	資助 aided		4	新界上水金錢村 (2670 3849) Kam Tsin Village, Sheung Shui, NT
8009	東莞學校 (S) Tung Koon School	全日 whole-day	男女 co-ed	資助 aided		4	新界上水馬會道 (近石湖墟) (2670 0334) Jockey Club Road, Sheung Shui, NT (Near Shek Wu Hui)
8010	聖公會榮真小學 SKH Wing Chun Primary School	全日 whole-day	男女 co-ed	資助 aided	基督教 Protestantism/ Christianity	8	新界粉嶺吉祥街 3 號 (2670 3338) 3 Kat Cheung Crescent, Fanling, NT
8011	曾梅千禧學校 (P) Tsang Mui Millennium School	全日 whole-day	男女 co-ed	資助 aided		10	新界上水清城路 1 號 (2670 3111) 1 Ching Shing Road, Sheung Shui, NT
8012	李志達紀念學校 (P) Lee Chi Tat Memorial School	全日 whole-day	男女 co-ed	資助 aided		10	新界上水石湖墟天平路 30 號 (2673 8581) 30 Tin Ping Road, Shek Wu Hui, Sheung Shui, NT
8013	東華三院港九電器商聯會小學 (S) TWGHS HK & KLN E.A.M.A. Ltd. School	全日 whole-day	男女 co-ed	資助 aided		8	新界上水石湖墟第七區 (2672 3285) Area 7, Shek Wu Hui, Sheung Shui, NT
8014	東華三院馬錦燦紀念小學 (S) (P) (#5) TWGHS Ma Kam Chan Memorial Primary School	全日 whole-day	男女 co-ed	資助 aided		8	新界上水彩園邨 (2671 1071) Choi Yuen Estate, Sheung Shui, NT

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When filling in Part A of the "Choice of Schools Form", parents may select any government or aided primary schools in Hong Kong. Parents should make their choices strictly from the "Choice of Schools List for Central Allocation (For Applicant Children Residing in the Mainland)" when filling in Part B.

備註 Remarks

** 此欄顯示按各學校的暫定開辦小一班級數目，計算自行分配學位階段後的剩餘學額；該數目屬暫定性質，會因應統一派位階段的實際需求而調整。
另一方面，學校最終開辦小一班級的數目亦須根據既定準則視乎實際需要而定。

This column shows the remaining P1 places of each school after the Discretionary Places Admission stage, which is basically calculated according to the provisional number of P1 classes of the school. The figure is provisional in nature and is subject to adjustment based on the actual demand at the Central Allocation stage. Besides, the actual number of P1 classes approved for a school is determined according to the established criteria taking into account the actual demand.

S 學校實施小班教學，基本每班派位名額為 25 人。若在統一派位階段有實際的需要，學校每班或需加派學生。小班教學著眼教學策略，涉及教學帶動的分組法，學校實施小班教學會按學習目標和學生需要訂定教學組的大小和數目；每班派位人數不應也不須和教學組的大小劃上等號。

The school practises small class teaching with the number of school places for allocation being basically 25 students per class. Subject to the actual need at the Central Allocation stage, the school may be allocated more students per P1 class. Small class teaching is more concerned with the teaching and learning strategy and involves teaching setting or grouping driven by teaching considerations. Schools implementing small class teaching may have different sizes of grouping and different numbers of groups subject to the learning objectives and students' needs. The number of students allocated per class should not and need not be taken as equivalent to the grouping.

P 該校具備有部份可供肢體傷殘學生使用的設施，有關詳情請直接向學校查詢。
The school is equipped with some facilities for the children with physical disability. For details, please contact the school direct.

#5 該校已獲分配一所位於粉嶺 36 區擬建的新校舍。建校工程預期於 2017 年第二季完成。倘若建校工程有所延誤，遷校計劃可能會延遲。有關詳情請直接向學校查詢。

The school has been allocated a planned new school premises at Area 36, Fanling. The construction works is expected to be completed in the second quarter of 2017. If there is a slippage in the construction works of the school premises, the relocation of the school may be postponed. For details, please contact the school direct.

PR 該校小一班級會開辦在兩個校舍，分別位於上水馬會道 19 號和 15 號。家長須注意，申請兒童若獲派該校會由學校安排分派至不同的校舍上課。詳情請直接向學校查詢。

The school operates P1 classes at two school premises at 19 and 15 Jockey Club Road, Sheung Shui respectively. Parents should note that applicant children allocated to the school will be arranged to study in the two different school premises. For details, please contact the school direct.

2015 年度小一入學統一派位選校名單（居於內地申請兒童）

Choice of Schools List for Central Allocation (for Applicant Children Residing in the Mainland)

Primary One Admission 2015

北區
North

選校編號 Choice Code	學 校 名 稱 Name of School	授課時間 Session	學校類別 School Type	資助類別 Finance Type	宗教 Religion	**暫定統一派位學額 Provisional Number of Places for Central Allocation	學 校 地 址 （電話號碼） School Address (Telephone Number)
8101	香港正覺蓮社佛教正覺蓮社學校 (S) (P) HHCKLA Buddhist Ching Kok Lin Assn Primary School	全日 whole-day	男女 co-ed	資助 aided	佛教 Buddhism	10	新界粉嶺一鳴路 1 2 號 (2675 4411) 12 Yat Ming Road, Fanling, NT
8102	粉嶺公立學校 Fanling Public School	全日 whole-day	男女 co-ed	資助 aided		4	新界粉嶺粉嶺村 (2670 2297) Fanling Village, Fanling, NT
8103	粉嶺官立小學 (S) (P) Fanling Government Primary School	全日 whole-day	男女 co-ed	官立 govt		8	新界粉嶺祥華邨 (2669 5890) Cheung Wah Estate, Fanling, NT
8104	上水宣道小學 (P) Alliance Primary School, Sheung Shui	全日 whole-day	男女 co-ed	資助 aided	基督教 Protestantism/ Christianity	6	新界粉嶺聯和墟和睦路 2 號 (2670 2257) 2 Wo Muk Road, Luen Wo Hui, Fanling, NT
8105	寶血會培靈學校 (S) Pui Ling School of The Precious Blood	全日 whole-day	男女 co-ed	資助 aided	天主教 Catholicism	6	新界粉嶺安樂村安樂門街 1 3 號 (2675 6617) 13 On Lok Mun Street, On Lok Tsuen, Fanling, NT
8106	方樹福堂基金方樹泉小學 (S) (P) FSFTF Fong Shu Chuen Primary School	全日 whole-day	男女 co-ed	資助 aided		10	新界粉嶺華明邨第二期 (2708 2211) Wah Ming Estate, Phase II, Fanling, NT
8107	鳳溪廖潤琛紀念學校 (S) Fung Kai Liu Yun-Sum Memorial School	全日 whole-day	男女 co-ed	資助 aided		10	新界粉嶺華明邨第一期 (2677 2311) Wah Ming Estate, Phase I, Fanling, NT
8108	打鼓嶺嶺英公立學校 (S) Ta Ku Ling Ling Ying Public School	全日 whole-day	男女 co-ed	資助 aided		29	新界打鼓嶺週田村 (2674 0538) Chow Tin Village, Ta Ku Ling, NT
8109	五旬節靳茂生小學 (S) Pentecostal Gin Mao Sheng Primary School	全日 whole-day	男女 co-ed	資助 aided	基督教 Protestantism/ Christianity	8	新界粉嶺璧峰路 4 號 (2670 0103) 4 Pik Fung Road, Fanling, NT
8110	五旬節于良發小學 (S) (P) Pentecostal Yu Leung Fat Primary School	全日 whole-day	男女 co-ed	資助 aided	基督教 Protestantism/ Christianity	10	新界粉嶺暉明路 1 6 號 (2679 5626) 16 Fai Ming Road, Fanling, NT
8111	聖公會嘉福榮真小學 (P) SKH Ka Fuk Wing Chun Primary School	全日 whole-day	男女 co-ed	資助 aided	基督教 Protestantism/ Christianity	8	新界粉嶺嘉福邨小學校舍 (2947 6888) Primary School, Ka Fuk Estate, Fanling, NT
8112	基督教粉嶺神召會小學 (S) (P) Fanling Assembly of God Church Primary School	全日 whole-day	男女 co-ed	資助 aided	基督教 Protestantism/ Christianity	8	新界粉嶺和鳴里 2 號 (2947 9966) 2 Wo Ming Lane, Fanling, NT
8301	山咀公立學校 (S) Shan Tsui Public School	全日 whole-day	男女 co-ed	資助 aided		12	新界沙頭角山咀村 (2674 2120) Shan Tsui Village, Sha Tau Kok, NT
8302	沙頭角中心小學 (S) (P) Sha Tau Kok Central Primary School	全日 whole-day	男女 co-ed	資助 aided		12	新界沙頭角墟 (2674 9080) Sha Tau Kok Hui, NT

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When filling in Part A of the "Choice of Schools Form", parents may select any government or aided primary schools in Hong Kong. Parents should make their choices strictly from the "Choice of Schools List for Central Allocation (For Applicant Children Residing in the Mainland)" when filling in Part B.

備註 Remarks

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2015 年度小一入學統一派位選校名單（居於內地申請兒童）

Choice of Schools List for Central Allocation (for Applicant Children Residing in the Mainland)

Primary One Admission 2015

大埔
Tai Po

選校 編號 Choice Code	學 校 名 稱 Name of School	授課 時間 Session	學校 類別 School Type	資助 類別 Finance Type	宗教 Religion	**暫定統一 派位學額 Provisional Number of Places for Central Allocation	學 校 地 址 (電話號碼) School Address (Telephone Number)
8401	大埔舊墟公立學校（寶湖道）(P) Tai Po Old Market Public School (Plover Cove)	全日 whole-day	男女 co-ed	資助 aided		10	新界大埔寶湖道7號 (2665 2333) 7 Plover Cove Road, Tai Po, NT
8402	香港道教聯合會雲泉吳禮和紀念學校 (S) (P) HK Taoist Assn Wun Tsuen Ng Lai Wo Memorial School	全日 whole-day	男女 co-ed	資助 aided	道教 Taoism	8	新界大埔大元邨 (2667 2111) Tai Yuen Estate, Tai Po, NT
8403	新界婦孺福利會有限公司梁省德學校 (S) NTWJWAL Leung Sing Tak Primary School	全日 whole-day	男女 co-ed	資助 aided		8	新界大埔大元邨 (2664 1223) Tai Yuen Estate, Tai Po, NT
8404	三水同鄉會禰景榮學校 (S) (P) Sam Shui Natives Assn Huen King Wing School	全日 whole-day	男女 co-ed	資助 aided		8	新界大埔富善邨 (2661 9383) Fu Shin Estate, Tai Po, NT
8405	大埔浸信會公立學校 (S) (P) Tai Po Baptist Public School	全日 whole-day	男女 co-ed	資助 aided	基督教 Protestantism/ Christianity	8	新界大埔廣福邨 (2656 3933) Kwong Fuk Estate, Tai Po, NT
8406	大埔崇德黃建常紀念學校 (S) Sung Tak Wong Kin Sheung Memorial School	全日 whole-day	男女 co-ed	資助 aided		8	新界大埔東昌街 (2653 5565) Tung Cheong Street, Tai Po, NT
8407	大埔舊墟公立學校 Tai Po Old Market Public School	全日 whole-day	男女 co-ed	資助 aided		8	新界大埔安祥路10號 (2665 4610) 10 On Cheung Road, Tai Po, NT
8408	保良局田家炳小學 (S) (P) PLK Tin Ka Ping Primary School	全日 whole-day	男女 co-ed	資助 aided		8	新界大埔第六區運頭塘口 (2652 1222) Area 6, Wan Tau Tong Estate, Tai Po, NT
8409	聖公會阮鄭夢芹小學 (S) (P) SKH Yuen Chen Maun Chen Primary School	全日 whole-day	男女 co-ed	資助 aided	基督教 Protestantism/ Christianity	10	新界大埔廣福邨 (2658 9183) Kwong Fuk Estate, Tai Po, NT
8410	港九街坊婦女會孫方中小學 (S) (P) (U11) HK & KLN KFWA Sun Fong Chung Primary School	全日 whole-day	男女 co-ed	資助 aided		8	新界大埔富善邨 (2661 8896) Fu Shin Estate, Tai Po, NT
8411	林村公立黃福鑾紀念學校 (S) (P) Lam Tsuen Public Wong Fook Luen Memorial School	全日 whole-day	男女 co-ed	資助 aided		8	新界大埔太和邨 (2650 3355) Tai Wo Estate, Tai Po, NT
8412	大埔循道衛理小學 (S) (P) Tai Po Methodist School	全日 whole-day	男女 co-ed	資助 aided	基督教 Protestantism/ Christianity	10	新界大埔棟樑路10號 (2662 2011) 10 Tung Leung Road, Tai Po, NT
8413	保良局田家炳千禧小學 (S) (P) PLK Tin Ka Ping Millennium Primary School	全日 whole-day	男女 co-ed	資助 aided		10	新界大埔大埔公路大埔滘段4641號 (近鹿茵山莊) (2650 5551) 4641 Tai Po Road, Tai Po Kau, Tai Po, NT (Near Deer Hill Bay)
8414	仁濟醫院蔡衍濤小學 (S) (P) Yan Chai Hospital Choi Hin To Primary School	全日 whole-day	男女 co-ed	資助 aided		8	新界大埔第六區運頭塘邨 (2656 6116) Area 6, Wan Tau Tong Estate, Tai Po, NT
8415	大埔官立小學 (S) (P) Tai Po Government Primary School	全日 whole-day	男女 co-ed	官立 govt		10	新界大埔大埔太和路8號 (2656 2382) 8 Tai Po Tai Wo Road, Tai Po, NT
8416	香港教育學院賽馬會小學 (S) (P) The HKIED Jockey Club Primary School	全日 whole-day	男女 co-ed	資助 aided		6	新界大埔露屏路10號 (2948 1122) 10 Lo Ping Road, Tai Po, NT
8417	天主教聖母聖心小學 (S) (P) Sacred Heart of Mary Catholic Primary School	全日 whole-day	男女 co-ed	資助 aided	天主教 Catholicism	8	新界大埔富亨邨第一期 (2660 6161) Fu Heng Estate, Phase I, Tai Po, NT
8418	聖公會阮鄭夢芹銀禧小學 (S) (P) SKH Yuen Chen Maun Chen Jubilee Primary School	全日 whole-day	男女 co-ed	資助 aided	基督教 Protestantism/ Christianity	8	新界大埔富亨邨第四期 (2666 0606) Phase IV, Fu Heng Estate, Tai Po, NT

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The school is equipped with some facilities for the children with physical disability. For details, please contact the school direct.
- U11 該校與港九街坊婦女會孫方中書院採用「一條龍」辦學模式。
The school and HK & Kowloon Kaifong Women's Association Sun Fong Chung College adopt the 'through-train' mode.

2015 年度小一入學統一派位選校名單（居於內地申請兒童）

Choice of Schools List for Central Allocation
(for Applicant Children Residing in the Mainland)
Primary One Admission 2015

其他地區
Other
Districts

選校 編號 Choice Code	學 校 名 稱 Name of School	授課 時間 Session	學校 類別 School Type	資助 類別 Finance Type	宗教 Religion	**暫定統一 派位學額 Provisional Number of Places for Central Allocation	學 校 地 址 （電話號碼） School Address (Telephone Number)
黃大仙 Wong Tai Sin							
4303	浸信會天虹小學 (S) (P) Baptist Rainbow Primary School	全日 whole-day	男女 co-ed	資助 aided	基督教 Protestantism/ Christianity	75	九龍竹園南邨 (2328 7971) Chuk Yuen South Estate, Kln
4305	孔教學院大成小學 (S) Confucian Tai Shing Primary School	全日 whole-day	男女 co-ed	資助 aided	孔教 Confucianism	75	九龍黃大仙大成街 1 0 號 (2320 3301) 10 Tai Shing Street, Wong Tai Sin, Kln
青衣 Tsing Yi							
6604	青衣商會小學 (S) (P) Tsing Yi Trade Assn Primary School	全日 whole-day	男女 co-ed	資助 aided		50	新界青衣長康邨青康路 1 2 號 (2497 9288) 12 Ching Hong Road, Cheung Hong Estate, Tsing Yi, NT
6608	荃灣商會學校 (S) (P) Tsuen Wan Trade Assn Primary School	全日 whole-day	男女 co-ed	資助 aided		50	新界青衣青衣邨一區第一屋邨小學 (2497 7911) Estate Primary School No. 1, Tsing Yi Estate, Area 1, Tsing Yi, NT
6609	仁濟醫院趙曾學韞小學 (S) (P) YCH Chiu Tsang Hok Wan Primary School	全日 whole-day	男女 co-ed	資助 aided		75	新界青衣青衣邨第二期屋邨小學 (2433 1788) Estate Primary School, Tsing Yi Estate, Phase II, Tsing Yi, NT
馬鞍山 Ma On Shan							
8904	香港道教聯合會純陽小學 (S) (P) HK Taoist Assn Shun Yeung Primary School	全日 whole-day	男女 co-ed	資助 aided	道教 Taoism	25	新界沙田馬鞍山鞍駿街 3 0 號 (2642 2355) 30 On Chun Street, Ma On Shan, Shatin, NT
8906	基督教香港信義會馬鞍山信義學校 (S) (P) The Evangelical Lutheran Church of Hong Kong Ma On Shan Lutheran Primary School	全日 whole-day	男女 co-ed	資助 aided	基督教 Protestantism/ Christianity	75	新界沙田馬鞍山恒安邨 (2642 9118) Heng On Estate, Ma On Shan, Shatin, NT
東涌 Tung Chung							
9804	寶安商會溫浩根小學 (S) (P) Po On Com Assn Wan Ho Kan Primary School	全日 whole-day	男女 co-ed	資助 aided		75	新界大嶼山東涌富東邨 (2109 0045) Fu Tung Estate, Tung Chung, Lantau Island, NT
9807	香港教育工作者聯會黃楚標學校 (S) (P) (U16) HKFEW Wong Cho Bau School	全日 whole-day	男女 co-ed	資助 aided		75	新界大嶼山東涌逸東（一）邨 (2109 0087) Yat Tung Estate, Tung Chung, Lantau Island, NT
9809	東涌天主教學校 (S) (P) (U17) Tung Chung Catholic School	全日 whole-day	男女 co-ed	資助 aided	天主教 Catholicism	50	新界大嶼山東涌逸東街 8 號逸東（二）邨 (2109 4962) 8 Yat Tung Street, Yat Tung (2) Estate, Tung Chung, Lantau Island, NT

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When filling in Part A of the “Choice of Schools Form”, parents may select any government or aided primary schools in Hong Kong. Parents should make their choices strictly from the “Choice of Schools List for Central Allocation (For Applicant Children Residing in the Mainland)” when filling in Part B.

備註 Remarks

- ** 此欄顯示按各學校的暫定開辦小一班級數目，計算自行分配學位階段後的剩餘學額；該數目屬暫定性質，會因應統一派位階段的實際需求而調整。另一方面，學校最終開辦小一班級的數目亦須根據既定準則視乎實際需要而定。
This column shows the remaining P1 places of each school after the Discretionary Places Admission stage, which is basically calculated according to the provisional number of P1 classes of the school. The figure is provisional in nature and is subject to adjustment based on the actual demand at the Central Allocation stage. Besides, the actual number of P1 classes approved for a school is determined according to the established criteria taking into account the actual demand.
- S 學校實施小班教學，基本每班派位名額為 25 人。若在統一派位階段有實際的需要，學校每班或需加派學生。小班教學著眼教學策略，涉及教學帶動的分組法，學校實施小班教學會按學習目標和學生需要訂定教學組的大小和數目；每班派位人數不應也不須和教學組的大小劃上等號。
The school practises small class teaching with the number of school places for allocation being basically 25 students per class. Subject to the actual need at the Central Allocation stage, the school may be allocated more students per P1 class. Small class teaching is more concerned with the teaching and learning strategy and involves teaching setting or grouping driven by teaching considerations. Schools implementing small class teaching may have different sizes of grouping and different numbers of groups subject to the learning objectives and students' needs. The number of students allocated per class should not and need not be taken as equivalent to the grouping.
- P 該校具備有部分可供肢體傷殘學生使用的設施，有關詳情請直接向學校查詢。
The school is equipped with some facilities for the children with physical disability. For details, please contact the school direct.
- U16 該校與香港教育工作者聯會黃楚標中學採用「一條龍」辦學模式。
The school and HKFEW Wong Cho Bau Secondary School adopt the ‘through-train’ mode.
- U17 該校與東涌天主教學校採用「一條龍」辦學模式。
The school and Tung Chung Catholic School adopt the ‘through-train’ mode.

2016 年度小一入學統一派位選校名單（居於內地申請兒童）

Choice of Schools List for Central Allocation
(for Applicant Children Residing in the Mainland)

Primary One Admission 2016

屯門
Tuen
Mun

選校 編號 Choice Code	學 校 名 稱 Name of School	授課 時間 Session	學校 類別 School Type	資助 類別 Finance Type	宗教 Religion	**暫定統一 派位學額 Provisional Number of Places for Central Allocation	學 校 地 址 （電話號碼） School Address (Telephone Number)
7001	五邑鄒振猷學校 (S) (P) FDBWA Chow Chin Yau School	全日 whole-day	男女 co-ed	資助 aided		8	新界屯門蝴蝶邨兆山苑 (2467 1882) Siu Shan Court, Butterfly Estate, Tuen Mun, NT
7002	樂善堂梁黃蕙芳紀念學校 (S) (P) LST Leung Wong Wai Fong Memorial School	全日 whole-day	男女 co-ed	資助 aided		33	新界屯門山景邨 (2466 6712) Shan King Estate, Tuen Mun, NT
7003	柏立基教育學院校友會何壽基學校 (S) (P) SRBCEPSA Ho Sau Ki School	全日 whole-day	男女 co-ed	資助 aided		58	新界屯門田景邨 (2455 6111) Tin King Estate, Tuen Mun, NT
7004	屯門官立小學 (S) (P) Tuen Mun Government Primary School	全日 whole-day	男女 co-ed	官立 govt		8	新界屯門兆康苑 (2465 1662) Siu Hong Court, Tuen Mun, NT
7005	香港紅卍字會屯門卍慈小學 (S) (P) HK Red Swastika Society Tuen Mun Primary School	全日 whole-day	男女 co-ed	資助 aided		58	新界屯門良景邨 (2461 1968) Leung King Estate, Tuen Mun, NT
7006	台山商會學校 (S) (P) Toi Shan Association Primary School	全日 whole-day	男女 co-ed	資助 aided		35	新界屯門大興邨石排頭路 1 4 號 (2462 2866) 14 Shek Pai Tau Road, Tai Hing Estate, Tuen Mun, NT
7007	保良局志豪小學 (P) PLK Horizon East Primary School	全日 whole-day	男女 co-ed	資助 aided		10	新界屯門興富街 3 號 (2702 0707) 3 Hing Fu Street, Tuen Mun, NT
7008	保良局方王錦全小學 PLK Fong Wong Kam Chuen Primary School	全日 whole-day	男女 co-ed	資助 aided		8	新界屯門良景邨 (2466 1882) Leung King Estate, Tuen Mun, NT
7009	世界龍岡學校劉德容紀念小學 (S) (P) LKWFSL Lau Tak Yung Memorial Primary School	全日 whole-day	男女 co-ed	資助 aided		108	新界屯門湖翠路 2 6 3 號 (2404 5333) 263 Wu Chui Road, Tuen Mun, NT
7010	香港路德會增城兆霖學校 (S) (P) Lutheran Tsang Shing Siu Leun School	全日 whole-day	男女 co-ed	資助 aided	基督教 Protestantism/ Christianity	6	新界屯門蝴蝶邨 (2466 5885) Butterfly Estate, Tuen Mun, NT
7011	仁德天主教小學 (S) (P) Yan Tak Catholic Primary School	全日 whole-day	男女 co-ed	資助 aided	天主教 Catholicism	58	新界屯門蝴蝶邨 (2463 6171) Butterfly Estate, Tuen Mun, NT
7012	中華基督教會何福堂小學 (S) (P) CCC Hoh Fuk Tong Primary School	全日 whole-day	男女 co-ed	資助 aided	基督教 Protestantism/ Christianity	60	新界屯門龍門路 4 1 號 (2459 7156) 41 Lung Mun Road, Tuen Mun, NT
7013	仁濟醫院羅陳楚思小學 (S) (P) YCH Law Chan Chor Si Primary School	全日 whole-day	男女 co-ed	資助 aided		10	新界屯門湖景路 2 9 號 (2441 3366) 29 Wu King Road, Tuen Mun, NT
7014	中華基督教會蒙黃花沃紀念小學 (S) (P) CCC Mong Wong Far Yok Memorial Primary School	全日 whole-day	男女 co-ed	資助 aided	基督教 Protestantism/ Christianity	8	新界屯門田景邨 (2456 3678) Tin King Estate, Tuen Mun, NT
7015	僑港伍氏宗親會伍時暢紀念學校 (S) (P) HK ENG C A Wu Si Chong Memorial School	全日 whole-day	男女 co-ed	資助 aided		8	新界屯門建生邨 (2454 4122) Kin Sang Estate, Tuen Mun, NT
7016	道教青松小學（湖景邨）(S) (P) Taoist Ching Chung Primary School (Wu King Estate)	全日 whole-day	男女 co-ed	資助 aided	道教 Taoism	31	新界屯門湖景邨 (2465 2881) Wu King Estate, Tuen Mun, NT
7017	保良局莊啟程第二小學 (S) (P) PLK Vicwood K T Chong No. 2 Primary School	全日 whole-day	男女 co-ed	資助 aided		10	新界屯門大興邨 (2462 1722) Tai Hing Estate, Tuen Mun, NT
7018	保良局梁周順琴小學 (P) PLK Leung Chow Shun Kam Primary School	全日 whole-day	男女 co-ed	資助 aided		10	新界屯門湖景邨 (2467 8107) Wu King Estate, Tuen Mun, NT
7019	道教青松小學 (S) (P) Taoist Ching Chung Primary School	全日 whole-day	男女 co-ed	資助 aided	道教 Taoism	10	新界屯門山景邨 (2465 1222) Shan King Estate, Tuen Mun, NT

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When filling in Part A of the "Choice of Schools Form", parents may select any government or aided primary schools in Hong Kong. Parents should make their choices strictly from the "Choice of Schools List for Central Allocation (For Applicant Children Residing in the Mainland)" when filling in Part B.

備註 Remarks

** 此欄顯示按各學校的暫定開辦小一班級數目，計算自行分配學位階段後的剩餘學額；該數目屬暫定性質，會因應統一派位階段的實際需求而調整。另一方面，學校最終開辦小一班級的數目亦須根據既定準則視乎實際需要而定。

This column shows the remaining P1 places of each school after the Discretionary Places Admission stage, which is basically calculated according to the provisional number of P1 classes of the school. The figure is provisional in nature and is subject to adjustment based on the actual demand at the Central Allocation stage. Besides, the actual number of P1 classes approved for a school is determined according to the established criteria taking into account the actual demand.

S 學校實施小班教學，基本每班派位名額為 25 人。若在統一派位階段有實際的需要，學校每班或需加派學生。小班教學著眼教學策略，涉及教學帶動的分組法，學校實施小班教學會按學習目標和學生需要訂定教學組的大小和數目；每班派位人數不應也不須和教學組的大小劃上等號。

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The school is equipped with some facilities for the children with physical disability. For details, please contact the school direct.

印刷版及網上版如有分別，以網上版為準。

If there is any inconsistency between the Online and the Printed versions of the List, the Online version shall prevail.

2016 年度小一入學統一派位選校名單（居於內地申請兒童）

Choice of Schools List for Central Allocation
(for Applicant Children Residing in the Mainland)
Primary One Admission 2016

屯門
Tuen
Mun

選校 編號 Choice Code	學 校 名 稱 Name of School	授課 時間 Session	學校 類別 School Type	資助 類別 Finance Type	宗教 Religion	**暫定統一 派位學額 Provisional Number of Places for Central Allocation	學 校 地 址 (電 話 號 碼) School Address (Telephone Number)
7101	中華基督教會拔臣小學 (S) (P) CCC But San Primary School	全日 whole-day	男女 co-ed	資助 aided	基督教 Protestantism/ Christianity	4	新界屯門新墟青山公路 2 8 號 (2459 6221) 28 Castle Peak Road, San Hui, Tuen Mun, NT
7102	青山天主教小學 (S) Castle Peak Catholic Primary School	全日 whole-day	男女 co-ed	資助 aided	天主教 Catholicism	8	新界屯門鄉事會路 2 號 (2457 4634) 2 TM Heung Sze Wui Road, Tuen Mun, NT
7103	伊斯蘭學校 (S) Islamic Primary School	全日 whole-day	男女 co-ed	資助 aided	伊斯蘭教 Islam	8	新界屯門友愛邨 (2450 2270) Yau Oi Estate, Tuen Mun, NT
7104	興德學校 (S) (P) Hing Tak School	全日 whole-day	男女 co-ed	資助 aided		8	新界屯門慶平路 (2448 2211) Hing Ping Road, Tuen Mun, NT
7105	路德會呂祥光小學 (S) (P) Lui Cheung Kwong Lutheran Primary School	全日 whole-day	男女 co-ed	資助 aided	基督教 Protestantism/ Christianity	10	新界屯門安定邨 (2450 3128) On Ting Estate, Tuen Mun, NT
7106	博愛醫院歷屆總理聯誼會鄭任安夫人學校 (S) (P) AD&FDPOHL Mrs. Cheng Yam On School	全日 whole-day	男女 co-ed	資助 aided		8	新界屯門屯利街 3 號 (2451 2333) 3 Tuen Lee Street, Tuen Mun, NT
7107	博愛醫院歷屆總理聯誼會鄭任安夫人千禧小 學 (S) (P) AD&FDPOH Mrs. Cheng Yam On Millennium School	全日 whole-day	男女 co-ed	資助 aided		10	新界屯門掃管笏路 1 1 1 號 (2451 0088) 111 So Kwun Wat Road, Tuen Mun, NT
7108	聖公會蒙恩小學 (S) (P) SKH Mung Yan Primary School	全日 whole-day	男女 co-ed	資助 aided	基督教 Protestantism/ Christianity	12	新界屯門景峰徑 1 號 (2459 8909) 1 King Fung Path, Tuen Mun, NT
7109	保良局西區婦女福利會馮李佩瑤小學 (S) (P) PLK Women's Welfare Club Western District Fung Lee Pui Yiu Primary School	全日 whole-day	男女 co-ed	資助 aided		8	新界屯門掃管笏管青路 1 1 號 (2411 2208) 11 Kwun Tsing Road, So Kwun Wat, Tuen Mun, NT
7110	東華三院鄧肇堅小學 (S) (P) TWGHS Tang Shiu Kin Primary School	全日 whole-day	男女 co-ed	資助 aided		8	新界屯門安定邨 (2403 0311) On Ting Estate, Tuen Mun, NT
7111	仁濟醫院何式南小學 (S) (P) YCH Ho Sik Nam Primary School	全日 whole-day	男女 co-ed	資助 aided		8	新界屯門 1 6 區 (近友愛體育館) (2451 0325) Area 16, Tuen Mun, NT (Near Yau Oi Sports Centre)
7112	仁愛堂劉皇發夫人小學 (S) (P) YOT Madam Lau Wong Fat Primary School	全日 whole-day	男女 co-ed	資助 aided		8	新界屯門安定邨 (2451 0372) On Ting Estate, Tuen Mun, NT
7113	順德聯誼總會李金小學 (S) (P) STFA Lee Kam Primary School	全日 whole-day	男女 co-ed	資助 aided		10	新界屯門掃管笏路 2 3 號 (2441 1222) 23 So Kwun Wat Road, Tuen Mun, NT
7114	順德聯誼總會胡少渠紀念小學 (S) (P) STFA Wu Siu Kui Memorial Primary School	全日 whole-day	男女 co-ed	資助 aided		10	新界屯門安定邨 (2450 3833) On Ting Estate, Tuen Mun, NT
7115	順德聯誼總會何日東小學 (P) STFA Ho Yat Tung Primary School	全日 whole-day	男女 co-ed	資助 aided		10	新界屯門友愛邨 (2458 6111) Yau Oi Estate, Tuen Mun, NT

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備註 Remarks

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2016 年度小一入學統一派位選校名單（居於內地申請兒童）

Choice of Schools List for Central Allocation (for Applicant Children Residing in the Mainland)

Primary One Admission 2016

元朗
Yuen
Long

選校 編號 Choice Code	學 校 名 稱 Name of School	授課 時間 Session	學校 類別 School Type	資助 類別 Finance Type	宗教 Religion	**暫定統一 派位學額 Provisional Number of Places for Central Allocation	學 校 地 址 （電話號碼） School Address (Telephone Number)
7201	樂善堂梁錫琚學校 (S) (P) LST Leung Kau Kui Primary School	全日 whole-day	男女 co-ed	資助 aided		10	新界元朗天水圍第四期天瑞邨屋邨小學校舍 (2448 6022) Estate Primary School, Tin Shui Estate Phase IV, Tin Shui Wai, YL, NT
7202	樂善堂梁錫琚學校（分校）(S) (P) LST Leung Kau Kui Primary School (Branch)	全日 whole-day	男女 co-ed	資助 aided		35	新界元朗天水圍 1 0 1 區天恩邨第二小學校舍 (2445 6880) Second Primary School, Tin Yan Estate, Area 101, Tin Shui Wai, YL, NT
7203	香港學生輔助會小學 (S) (P) Hong Kong Student Aid Society Primary School	全日 whole-day	男女 co-ed	資助 aided	基督教 Protestantism/ Christianity	35	新界元朗天水圍天業路 2 號 (2342 0555) 2 Tin Yip Road, Tin Shui Wai, YL, NT
7204	伊利沙伯中學舊生會小學 (S) (P) (U6) QES Old Students' Assn Primary School	全日 whole-day	男女 co-ed	資助 aided		10	新界元朗天水圍天耀邨第一期 (2448 0883) Phase 1, Tin Yiu Estate, Tin Shui Wai, YL, NT
7205	伊利沙伯中學舊生會小學分校 (S) (P) (U7) QES Old Students' Assn Branch Primary School	全日 whole-day	男女 co-ed	資助 aided		10	新界元朗天水圍三區第四期 (2447 8686) Area 3, Phase 4, Tin Shui Wai, YL, NT
7206	元朗公立中學校友會英業小學 (S) (P) Yuen Long Public Middle School Alumni Association Ying Yip Primary School	全日 whole-day	男女 co-ed	資助 aided		10	新界元朗天水圍天瑞路 8 6 號 (2617 8200) 86 Tin Shui Road, Tin Shui Wai, YL, NT
7207	天水圍天主教小學 (S) (P) Tin Shui Wai Catholic Primary School	全日 whole-day	男女 co-ed	資助 aided	天主教 Catholicism	10	新界元朗天水圍天柏路 2 8 號 (2617 8212) 28 Tin Pak Road, Tin Shui Wai, YL, NT
7208	天水圍官立小學 (S) (P) Tin Shui Wai Government Primary School	全日 whole-day	男女 co-ed	官立 govt		10	新界元朗天水圍天瑞路 8 號 (2447 4288) 8 Tin Shui Road, Tin Shui Wai, YL, NT
7209	元朗寶覺小學 (S) (P) (H1) Yuen Long Po Kok Primary School	全日 whole-day	男女 co-ed	資助 aided	佛教 Buddhism	4	新界元朗洪水橋丹桂村路 5 5 號 (2476 2258) 55 Tan Kwai Tsuen Road, Hung Shui Kiu, YL, NT
7210	東華三院姚達之紀念小學（元朗）(S) (P) TWGHS Yiu Dak Chi Memorial Primary School (Yuen Long)	全日 whole-day	男女 co-ed	資助 aided		35	新界天水圍天瑞邨第一期屋邨小學 (2445 1264) Estate Primary School, Tin Shui Estate Phase 1, Tin Shui Wai, NT
7211	東華三院李東海小學 (S) (P) TWGHS Leo Tung-hai Lee Primary School	全日 whole-day	男女 co-ed	資助 aided		35	新界元朗天水圍天壇街 1 9 號 (2446 1188) 19 Tin Tan Street, Tin Shui Wai, YL, NT
7212	獅子會何德心小學 (S) (P) Lions Clubs International Ho Tak Sum Primary School	全日 whole-day	男女 co-ed	資助 aided		35	新界元朗天水圍三區四期天盛苑第二小學 (2617 9682) Area 3 (PS2), Phase 4, Tin Shing Court, Tin Shui Wai, YL, NT
7213	天水圍循道衛理小學 (S) (P) (U8) Tin Shui Wai Methodist Primary School	全日 whole-day	男女 co-ed	資助 aided	基督教 Protestantism/ Christianity	10	新界元朗天水圍三十一區第一期天頌苑 (2448 0373) Phase 1, Area 31, Tin Chung Court, Tin Shui Wai, YL, NT

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When filling in Part A of the "Choice of Schools Form", parents may select any government or aided primary schools in Hong Kong. Parents should make their choices strictly from the "Choice of Schools List for Central Allocation (For Applicant Children Residing in the Mainland)" when filling in Part B.

備註 Remarks

** 此欄顯示按各學校的暫定開辦小一班級數目，計算自行分配學位階段後的剩餘學額；該數目屬暫定性質，會因應統一派位階段的實際需求而調整。另一方面，學校最終開辦小一班級的數目亦須根據既定準則視乎實際需要而定。

This column shows the remaining P1 places of each school after the Discretionary Places Admission stage, which is basically calculated according to the provisional number of P1 classes of the school. The figure is provisional in nature and is subject to adjustment based on the actual demand at the Central Allocation stage. Besides, the actual number of P1 classes approved for a school is determined according to the established criteria taking into account the actual demand.

S 學校實施小班教學，基本每班派位名額為 25 人。若在統一派位階段有實際的需要，學校每班或需加派學生。小班教學著眼教學策略，涉及教學帶動的分組法，學校實施小班教學會按學習目標和學生需要訂定教學組的大小和數目；每班派位人數不應也不須和教學組的大小劃上等號。

The school practises small class teaching with the number of school places for allocation being basically 25 students per class. Subject to the actual need at the Central Allocation stage, the school may be allocated more students per P1 class. Small class teaching is more concerned with the teaching and learning strategy and involves teaching setting or grouping driven by teaching considerations. Schools implementing small class teaching may have different sizes of grouping and different numbers of groups subject to the learning objectives and students' needs. The number of students allocated per class should not and need not be taken as equivalent to the grouping.

P 該校具備有部分可供肢體傷殘學生使用的設施，有關詳情請直接向學校查詢。

The school is equipped with some facilities for the children with physical disability. For details, please contact the school direct.

U6 該校及伊利沙伯中學舊生會小學分校與伊利沙伯中學舊生會中學及伊利沙伯中學舊生會湯國華中學採用「一條龍」辦學模式。

The school and QES Old Students' Assn Branch Primary School together with Queen Elizabeth School Old Students' Assn Secondary School and QESOSA Tong Kwok Wah Secondary School adopt the 'through-train' mode.

U7 該校及伊利沙伯中學舊生會小學與伊利沙伯中學舊生會中學及伊利沙伯中學舊生會湯國華中學採用「一條龍」辦學模式。

The school and QES Old Students' Assn Primary School together with Queen Elizabeth School Old Students' Assn Secondary School and QESOSA Tong Kwok Wah Secondary School adopt the 'through-train' mode.

U8 該校與天水圍循道衛理中學採用「一條龍」辦學模式。

The school and Tin Shui Wai Methodist College adopt the 'through-train' mode.

H1 該校的前稱為寶覺分校。

The former name of the school was Po Kok Branch School.

印刷版及網上版如有分別，以網上版為準。

If there is any inconsistency between the Online and the Printed versions of the List, the Online version shall prevail

2016 年度小一入學統一派位選校名單（居於內地申請兒童）

Choice of Schools List for Central Allocation
(for Applicant Children Residing in the Mainland)
Primary One Admission 2016

元朗
Yuen
Long

選校 編號 Choice Code	學 校 名 稱 Name of School	授課 時間 Session	學校 類別 School Type	資助 類別 Finance Type	宗教 Religion	**暫定統一 派位學額 Provisional Number of Places for Central Allocation	學 校 地 址 （電話號碼） School Address (Telephone Number)
7214	香港青年協會李兆基小學 (S) (P) HKFYG Lee Shau Kee Primary School	全日 whole-day	男女 co-ed	資助 aided		10	新界元朗天水圍天榮路 1 1 號 (2448 1011) 11 Tin Wing Road, Tin Shui Wai, YL, NT
7215	香港普通話研習社科技創意小學 (S) (P) Xianggang Putonghua Yanxishe Primary School of Science and Creativity	全日 whole-day	男女 co-ed	資助 aided		10	新界元朗天水圍天秀路 2 5 號天富苑第二期 (2470 8080) Phase 2, Tin Fu Court, 25 Tin Sau Road, Tin Shui Wai, YL, NT
7216	中華基督教青年會小學 (S) (P) Chinese YMCA Primary School	全日 whole-day	男女 co-ed	資助 aided	基督教 Protestantism/ Christianity	35	新界元朗天水圍天富苑第四期 (2445 0580) Phase 4, Tin Fu Court, Tin Shui Wai, YL, NT
7217	宣道會葉紹蔭紀念小學 (S) (P) Christian Alliance S Y Yeh Memorial Primary School	全日 whole-day	男女 co-ed	資助 aided	基督教 Protestantism/ Christianity	10	新界元朗天水圍天澤邨 (3152 2973) Tin Chak Estate, Tin Shui Wai, YL, NT
7218	順德聯誼總會伍冕端小學 (S) (P) (U9) Shun Tak Fraternal Assn Wu Mien Tuen Primary School	全日 whole-day	男女 co-ed	資助 aided		10	新界元朗天水圍第 1 1 0 區天恒邨第四期小學 (3157 0630) Primary School in Phase 4, Tin Heng Estate, Area 110, Tin Shui Wai, YL, NT
7219	十八鄉鄉事委員會公益社小學 (S) (P) Shap Pat Heung Rural Committee Kung Yik She Primary School	全日 whole-day	男女 co-ed	資助 aided		10	新界元朗天水圍天城路 2 2 號 (2448 6623) 22 Tin Shing Road, Tin Shui Wai, YL, NT
7220	金巴崙長老會耀道小學 (S) (P) (U10) Cumberland Presbyterian Church Yao Dao Primary School	全日 whole-day	男女 co-ed	資助 aided	基督教 Protestantism/ Christianity	35	新界元朗天水圍天富苑 (2617 7926) Tin Fu Court, Tin Shui Wai, YL, NT
7221	聖公會天水圍靈愛小學 (S) (P) SKH Tin Shui Wai Ling Oi Primary School	全日 whole-day	男女 co-ed	資助 aided	基督教 Protestantism/ Christianity	35	新界元朗天水圍天瑞路 8 2 號 (2446 1633) 82 Tin Shui Road, Tin Shui Wai, YL, NT
7222	潮陽百欣小學 (S) (P) Chiu Yang Por Yen Primary School	全日 whole-day	男女 co-ed	資助 aided		10	新界元朗天水圍 1 0 4 區天華路 5 5 號第一校 舍 (2445 1666) School 1, Area 104, 55 Tin Wah Road, Tin Shui Wai, YL, NT
7223	香港潮陽小學 (S) Chiu Yang Primary School of Hong Kong	全日 whole-day	男女 co-ed	資助 aided		10	新界元朗天水圍天耀邨第三期 (2446 3018) Phase III, Tin Yiu Estate, Tin Shui Wai, YL, NT
7224	喬色園主辦可銘學校 (S) (P) Ho Ming Primary School (Sponsored By Sik Sik Yuen)	全日 whole-day	男女 co-ed	資助 aided	儒釋道三教 Confucianism, Buddhism & Taoism	33	新界元朗天水圍天柏路 2 號 (2445 0101) 2 Tin Pak Road, Tin Shui Wai, YL, NT
7225	中華基督教會方潤華小學 (P) (N) CCC Fong Yun Wah Primary School	全日 whole-day	男女 co-ed	資助 aided	基督教 Protestantism/ Christianity	130	新界天水圍天耀邨第二期屋邨小學校舍 (2251 9751) Estate Primary School, Tin Yiu Estate Phase II, Tin Shui Wai, NT

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When filling in Part A of the "Choice of Schools Form", parents may select any government or aided primary schools in Hong Kong. Parents should make their choices strictly from the "Choice of Schools List for Central Allocation (For Applicant Children Residing in the Mainland)" when filling in Part B.

備註 Remarks

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S 學校實施小班教學，基本每班派位名額為 25 人。若在統一派位階段有實際的需要，學校每班或需加派學生。小班教學著眼教學策略，涉及教學帶動的分組法，學校實施小班教學會按學習目標和學生需要訂定教學組的大小和數目；每班派位人數不應也不須和教學組的大小劃上等號。

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The school is equipped with some facilities for the children with physical disability. For details, please contact the school direct.

U9 該校與順德聯誼總會翁祐中學採用「一條龍」辦學模式。

The school and Shun Tak Fraternal Assn Yung Yau College adopt the 'through-train' mode.

U10 該校與金巴崙長老會耀道中學採用「一條龍」辦學模式。

The school and Cumberland Presbyterian Church Yao Dao Secondary School adopt the 'through-train' mode.

N 學校會由 2015/16 至 2023/24 學年作有時限營運；獲派學生可完成六年小學課程。詳情請直接向學校查詢。

The school operates on a time-limited basis from the 2015/16 school year to the 2023/24 school year during which students allocated may complete the 6-year primary education. For details, please contact the school direct.

2016 年度小一入學統一派位選校名單（居於內地申請兒童）

Choice of Schools List for Central Allocation
(for Applicant Children Residing in the Mainland)
Primary One Admission 2016

元朗
Yuen
Long

選校 編號 Choice Code	學 校 名 稱 Name of School	授課 時間 Session	學校 類別 School Type	資助 類別 Finance Type	宗教 Religion	**暫定統一 派位學額 Provisional Number of Places for Central Allocation	學 校 地 址 （電話號碼） School Address (Telephone Number)
7401	鐘聲學校 (P) Chung Sing School	全日 whole-day	男女 co-ed	資助 aided		10	新界元朗舊墟路 2 9 號 (2476 2505) 29 Kau Hui Road, YL, NT
7402	錦田公立蒙養學校 (S) Kam Tin Mung Yeung Public School	全日 whole-day	男女 co-ed	資助 aided		2	新界元朗錦田 (2476 2414) Kam Tin, YL, NT
7403	光明英來學校 (S) (P) Kwong Ming Ying Loi School	全日 whole-day	男女 co-ed	資助 aided		12	新界元朗元政路 1 2 號 (2476 2610) 12 Yuen Ching Road, YL, NT
7404	中華基督教會元朗真光小學 CCC Chun Kwong Primary School	全日 whole-day	男女 co-ed	資助 aided	基督教 Protestantism/ Christianity	4	新界元朗鐘聲徑 (2476 2696) Chung Sing Path, YL, NT
7405	八鄉中心小學 (S) Pat Heung Central Primary School	全日 whole-day	男女 co-ed	資助 aided		2	新界元朗八鄉錦田蓮花地 1 9 9 號 (2488 1520) 199 Lin Fa Tei, Kam Tin, Pat Heung, YL, NT
7406	惇裕學校 (S) Tun Yu School	全日 whole-day	男女 co-ed	資助 aided		4	新界元朗新田 (2471 1915) San Tin, YL, NT
7407	港澳信義會黃陳淑英紀念學校 (S) HKMLC Wong Chan Sook Ying Memorial School	全日 whole-day	男女 co-ed	資助 aided	基督教 Protestantism/ Christianity	4	新界元朗錦綉花園 (2471 8502) Fairview Park, YL, NT
7408	通德學校 (S) Tung Tak School	全日 whole-day	男女 co-ed	資助 aided		2	新界錦田城門新村 (2476 1101) Shing Mun San Tsuen, Kam Tin, NT
7409	基督教宣道會徐澤林紀念小學 (P) C. & M. A. Chui Chak Lam Memorial School	全日 whole-day	男女 co-ed	資助 aided	基督教 Protestantism/ Christianity	8	新界元朗建德街 (2381 3904) Kin Tak Street, YL, NT
7410	聖公會聖約瑟小學 (P) SKH St Joseph's Primary School	全日 whole-day	男女 co-ed	資助 aided	基督教 Protestantism/ Christianity	4	新界元朗錦田波地路 1 2 號 (2476 4962) 12 Po Tei Road, Kam Tin, YL, NT
7411	元朗官立小學 (S) (P) Yuen Long Government Primary School	全日 whole-day	男女 co-ed	官立 govt		10	新界元朗坳頭 (2476 1160) Au Tau, YL, NT
7412	佛教榮茵學校 (S) (P) Buddhist Wing Yan School	全日 whole-day	男女 co-ed	資助 aided	佛教 Buddhism	12	新界元朗鳳攸南街 6 號 (2475 0433) 6 Fung Yau Street South, YL, NT

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When filling in Part A of the "Choice of Schools Form", parents may select any government or aided primary schools in Hong Kong. Parents should make their choices strictly from the "Choice of Schools List for Central Allocation (For Applicant Children Residing in the Mainland)" when filling in Part B.

備註 Remarks

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S 學校實施小班教學，基本每班派位名額為 25 人。若在統一派位階段有實際的需要，學校每班或需加派學生。小班教學著眼教學策略，涉及教學帶動的分組法，學校實施小班教學會按學習目標和學生需要訂定教學組的大小和數目；每班派位人數不應也不須和教學組的大小劃上等號。

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The school is equipped with some facilities for the children with physical disability. For details, please contact the school direct.

2016 年度小一入學統一派位選校名單（居於內地申請兒童）

Choice of Schools List for Central Allocation
(for Applicant Children Residing in the Mainland)

Primary One Admission 2016

北區
North

選校編號 Choice Code	學 校 名 稱 Name of School	授課時間 Session	學校類別 School Type	資助類別 Finance Type	宗教 Religion	**暫定統一派位學額 Provisional Number of Places for Central Allocation	學 校 地 址 （電話號碼） School Address (Telephone Number)
8001	鳳溪第一小學 (PR1) Fung Kai No. 1 Primary School	全日 whole-day	男女 co-ed	資助 aided		12	新界上水馬會道 1 9 號 及 1 5 號 (2670 9353) 19 & 15 Jockey Club Road, Sheung Shui, NT
8002	鳳溪創新小學 (P) Fung Kai Innovative School	全日 whole-day	男女 co-ed	資助 aided		8	新界上水馬會道 1 9 A 號 (2639 2201) 19A Jockey Club Road, Sheung Shui, NT
8003	香海正覺蓮社佛教陳式宏學校 (S) HHCKLA Buddhist Chan Shi Wan Primary School	全日 whole-day	男女 co-ed	資助 aided	佛教 Buddhism	8	新界上水彩園邨 (2671 6665) Choi Yuen Estate, Sheung Shui, NT
8004	香海正覺蓮社佛教正慧小學 (P) HHCKLA Buddhist Wisdom Primary School	全日 whole-day	男女 co-ed	資助 aided	佛教 Buddhism	10	新界上水清城路 6 號 (2668 9088) 6 Ching Shing Road, Sheung Shui, NT
8005	石湖墟公立學校 (S) (P) Shek Wu Hui Public School	全日 whole-day	男女 co-ed	資助 aided		8	新界上水天平邨 (2672 1274) Tin Ping Estate, Sheung Shui, NT
8006	上水惠州公立學校 (P) Wai Chow Public School (Sheung Shui)	全日 whole-day	男女 co-ed	資助 aided		10	新界上水天平路 5 1 號 (2673 1183) 51 Tin Ping Road, Sheung Shui, NT
8007	育賢學校 (S) (P) Yuk Yin School	全日 whole-day	男女 co-ed	資助 aided		2	新界上水馬會道（近石湖墟）(2672 9917) Jockey Club Road, Sheung Shui, NT (Near Shek Wu Hui)
8008	金錢村何東學校 (S) Kam Tsin Village Ho Tung School	全日 whole-day	男女 co-ed	資助 aided		2	新界上水金錢村 (2670 3849) Kam Tsin Village, Sheung Shui, NT
8009	東莞學校 (S) Tung Koon School	全日 whole-day	男女 co-ed	資助 aided		6	新界上水馬會道（近石湖墟）(2670 0334) Jockey Club Road, Sheung Shui, NT (Near Shek Wu Hui)
8010	聖公會榮真小學 SKH Wing Chun Primary School	全日 whole-day	男女 co-ed	資助 aided	基督教 Protestantism/ Christianity	8	新界粉嶺吉祥街 3 號 (2670 3338) 3 Kat Cheung Crescent, Fanling, NT
8011	曾梅千禧學校 (P) Tsang Mui Millennium School	全日 whole-day	男女 co-ed	資助 aided		10	新界上水清城路 1 號 (2670 3111) 1 Ching Shing Road, Sheung Shui, NT
8012	李志達紀念學校 (P) Lee Chi Tat Memorial School	全日 whole-day	男女 co-ed	資助 aided		10	新界上水石湖墟天平路 3 0 號 (2673 8581) 30 Tin Ping Road, Shek Wu Hui, Sheung Shui, NT
8013	東華三院港九電器商聯會小學 (S) TWGHS HK & KLN E.A.M.A. Ltd. School	全日 whole-day	男女 co-ed	資助 aided		10	新界上水石湖墟第七區 (2672 3285) Area 7, Shek Wu Hui, Sheung Shui, NT
8014	東華三院馬錦燦紀念小學 (S) (P) (#4) TWGHS Ma Kam Chan Memorial Primary School	全日 whole-day	男女 co-ed	資助 aided		10	新界上水彩園邨 (2671 1071) Choi Yuen Estate, Sheung Shui, NT

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When filling in Part A of the "Choice of Schools Form", parents may select any government or aided primary schools in Hong Kong. Parents should make their choices strictly from the "Choice of Schools List for Central Allocation (For Applicant Children Residing in the Mainland)" when filling in Part B.

備註 Remarks

** 此欄顯示按各學校的暫定開辦小一班級數目，計算自行分配學位階段後的剩餘學額；該數目屬暫定性質，會因應統一派位階段的實際需求而調整。另一方面，學校最終開辦小一班級的數目亦須根據既定準則視乎實際需要而定。

This column shows the remaining P1 places of each school after the Discretionary Places Admission stage, which is basically calculated according to the provisional number of P1 classes of the school. The figure is provisional in nature and is subject to adjustment based on the actual demand at the Central Allocation stage. Besides, the actual number of P1 classes approved for a school is determined according to the established criteria taking into account the actual demand.

S 學校實施小班教學，基本每班派位名額為 25 人。若在統一派位階段有實際的需要，學校每班或需加派學生。小班教學著眼教學策略，涉及教學帶動的分組法，學校實施小班教學會按學習目標和學生需要訂定教學組的大小和數目；每班派位人數不應也不須和教學組的大小劃上等號。

The school practises small class teaching with the number of school places for allocation being basically 25 students per class. Subject to the actual need at the Central Allocation stage, the school may be allocated more students per P1 class. Small class teaching is more concerned with the teaching and learning strategy and involves teaching setting or grouping driven by teaching considerations. Schools implementing small class teaching may have different sizes of grouping and different numbers of groups subject to the learning objectives and students' needs. The number of students allocated per class should not and need not be taken as equivalent to the grouping.

P 該校具備有部份可供肢體傷殘學生使用的設施，有關詳情請直接向學校查詢。

The school is equipped with some facilities for the children with physical disability. For details, please contact the school direct.

#4 該校已獲分配一所位於粉嶺 36 區擬建的新校舍。建校工程預期於 2017 年第二季完成。倘若建校工程有所延誤，遷校計劃可能會延遲。有關詳情請直接向學校查詢。

The school has been allocated a planned new school premises at Area 36, Fanling. The construction works is expected to be completed in the second quarter of 2017. If there is a slippage in the construction works of the school premises, the relocation of the school may be postponed. For details, please contact the school direct.

PR1 該校小一班級會在兩個校舍開辦，分別位於上水馬會道 19 號和 15 號。家長須注意，申請兒童若獲派該校會由學校安排分派至不同的校舍上課。詳情請直接向學校查詢。

The school operates P1 classes at two school premises at 19 and 15 Jockey Club Road, Sheung Shui respectively. Parents should note that applicant children allocated to the school will be arranged to study in the two different school premises. For details, please contact the school direct.

印刷版及網上版如有分別，以網上版為準。

If there is any inconsistency between the Online and the Printed versions of the List, the Online version shall prevail.

2016 年度小一入學統一派位選校名單（居於內地申請兒童）

Choice of Schools List for Central Allocation
(for Applicant Children Residing in the Mainland)

Primary One Admission 2016

北區
North

選校 編號 Choice Code	學 校 名 稱 Name of School	授課 時間 Session	學校 類別 School Type	資助 類別 Finance Type	宗教 Religion	**暫定統一 派位學額 Provisional Number of Places for Central Allocation	學 校 地 址 （電話號碼） School Address (Telephone Number)
8101	香海正覺蓮社佛教正覺蓮社學校 (S) (P) HHCKLA Buddhist Ching Kok Lin Assn Primary School	全日 whole-day	男女 co-ed	資助 aided	佛教 Buddhism	10	新界粉嶺一鳴路 1 2 號 (2675 4411) 12 Yat Ming Road, Fanling, NT
8102	粉嶺公立學校 Fanling Public School	全日 whole-day	男女 co-ed	資助 aided		4	新界粉嶺粉嶺村 (2670 2297) Fanling Village, Fanling, NT
8103	粉嶺官立小學 (S) (P) Fanling Government Primary School	全日 whole-day	男女 co-ed	官立 govt		10	新界粉嶺祥華邨 (2669 5890) Cheung Wah Estate, Fanling, NT
8104	上水宣道小學 (P) Alliance Primary School, Sheung Shui	全日 whole-day	男女 co-ed	資助 aided	基督教 Protestantism/ Christianity	6	新界粉嶺聯和墟和睦路 2 號 (2670 2257) 2 Wo Muk Road, Luen Wo Hui, Fanling, NT
8105	寶血會培靈學校 (S) Pui Ling School of The Precious Blood	全日 whole-day	男女 co-ed	資助 aided	天主教 Catholicism	6	新界粉嶺安樂村安樂門街 1 3 號 (2675 6617) 13 On Lok Mun Street, On Lok Tsuen, Fanling, NT
8106	方樹福堂基金方樹泉小學 (S) (P) FSFTF Fong Shu Chuen Primary School	全日 whole-day	男女 co-ed	資助 aided		10	新界粉嶺華明邨第二期 (2708 2211) Wah Ming Estate, Phase II, Fanling, NT
8107	鳳溪廖潤琛紀念學校 (S) Fung Kai Liu Yun-sum Memorial School	全日 whole-day	男女 co-ed	資助 aided		10	新界粉嶺華明邨第一期 (2677 2311) Wah Ming Estate, Phase I, Fanling, NT
8108	打鼓嶺嶺英公立學校 (S) Ta Ku Ling Ling Ying Public School	全日 whole-day	男女 co-ed	資助 aided		12	新界打鼓嶺週田村 (2674 0538) Chow Tin Village, Ta Ku Ling, NT
8109	五旬節新茂生小學 (S) Pentecostal Gin Mao Sheng Primary School	全日 whole-day	男女 co-ed	資助 aided	基督教 Protestantism/ Christianity	8	新界粉嶺璧峰路 4 號 (2670 0103) 4 Pik Fung Road, Fanling, NT
8110	五旬節于良發小學 (S) (P) Pentecostal Yu Leung Fat Primary School	全日 whole-day	男女 co-ed	資助 aided	基督教 Protestantism/ Christianity	10	新界粉嶺暉明路 1 6 號 (2679 5626) 16 Fai Ming Road, Fanling, NT
8111	聖公會嘉福榮真小學 (P) SKH Ka Fuk Wing Chun Primary School	全日 whole-day	男女 co-ed	資助 aided	基督教 Protestantism/ Christianity	8	新界粉嶺嘉福邨小學校舍 (2947 6888) Primary School, Ka Fuk Estate, Fanling, NT
8112	基督教粉嶺神召會小學 (S) (P) Fanling Assembly of God Church Primary School	全日 whole-day	男女 co-ed	資助 aided	基督教 Protestantism/ Christianity	8	新界粉嶺和鳴里 2 號 (2947 9966) 2 Wo Ming Lane, Fanling, NT
8301	福德學社小學 (S) (H2) (PR2) Fuk Tak Education Society Primary School	全日 whole-day	男女 co-ed	資助 aided		10	新界沙頭角山咀村及崗下村 (2674 2120) Shan Tsui Village and Kong Ha Village, Sha Tau Kok, NT
8302	沙頭角中心小學 (S) (P) Sha Tau Kok Central Primary School	全日 whole-day	男女 co-ed	資助 aided		13	新界沙頭角墟 (2674 9080) Sha Tau Kok Hui, NT

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When filling in Part A of the “Choice of Schools Form”, parents may select any government or aided primary schools in Hong Kong. Parents should make their choices strictly from the “Choice of Schools List for Central Allocation (For Applicant Children Residing in the Mainland)” when filling in Part B.

備註 Remarks

- ** 此欄顯示按各學校的暫定開辦小一班級數目，計算自行分配學位階段後的剩餘學額；該數目屬暫定性質，會因應統一派位階段的實際需求而調整。另一方面，學校最終開辦小一班級的數目亦須根據既定準則視乎實際需要而定。
This column shows the remaining P1 places of each school after the Discretionary Places Admission stage, which is basically calculated according to the provisional number of P1 classes of the school. The figure is provisional in nature and is subject to adjustment based on the actual demand at the Central Allocation stage. Besides, the actual number of P1 classes approved for a school is determined according to the established criteria taking into account the actual demand.
- S 學校實施小班教學，基本每班派位名額為 25 人。若在統一派位階段有實際的需要，學校每班或需加派學生。小班教學著眼教學策略，涉及教學帶動的分組法，學校實施小班教學會按學習目標和學生需要訂定教學組的大小和數目；每班派位人數不應也不須和教學組的大小劃上等號。
The school practises small class teaching with the number of school places for allocation being basically 25 students per class. Subject to the actual need at the Central Allocation stage, the school may be allocated more students per P1 class. Small class teaching is more concerned with the teaching and learning strategy and involves teaching setting or grouping driven by teaching considerations. Schools implementing small class teaching may have different sizes of grouping and different numbers of groups subject to the learning objectives and students' needs. The number of students allocated per class should not and need not be taken as equivalent to the grouping.
- P 該校具備有部分可供肢體傷殘學生使用的設施，有關詳情請直接向學校查詢。
The school is equipped with some facilities for the children with physical disability. For details, please contact the school direct.
- H2 該校的前稱為山咀公立學校。
The former name of the school was Shan Tsui Public School.
- PR2 該校班級會分別在沙頭角山咀村及崗下村兩個校舍開辦。詳情請直接向學校查詢。
The school operates classes at two premises at Shan Tsui Village and Kong Ha Village, Sha Tau Kok respectively. For details, please contact the school direct.

印刷版及網上版如有分別，以網上版為準。
If there is any inconsistency between the Online and the Printed versions of the List, the Online version shall prevail.

2016 年度小一入學統一派位選校名單（居於內地申請兒童）

Choice of Schools List for Central Allocation
(for Applicant Children Residing in the Mainland)

Primary One Admission 2016

大埔
Tai Po

選校 編號 Choice Code	學 校 名 稱 Name of School	授課 時間 Session	學校 類別 School Type	資助 類別 Finance Type	宗教 Religion	**暫定統一 派位學額 Provisional Number of Places for Central Allocation	學 校 地 址 （電話號碼） School Address (Telephone Number)
8401	大埔舊墟公立學校（寶湖道）（P） Tai Po Old Market Public School (Plover Cove)	全日 whole-day	男女 co-ed	資助 aided		10	新界大埔寶湖道 7 號 (2665 2333) 7 Plover Cove Road, Tai Po, NT
8402	香港道教聯合會雲泉吳禮和紀念學校（S）（P） HK Taoist Assn Wun Tsuen Ng Lai Wo Memorial School	全日 whole-day	男女 co-ed	資助 aided	道教 Taoism	8	新界大埔大元邨 (2667 2111) Tai Yuen Estate, Tai Po, NT
8403	新界婦孺福利會有限公司梁省德學校（S） NTWJWAL Leung Sing Tak Primary School	全日 whole-day	男女 co-ed	資助 aided		8	新界大埔大元邨 (2664 1223) Tai Yuen Estate, Tai Po, NT
8404	三水同鄉會潮景榮學校（S）（P） Sam Shui Natives Assn Huen King Wing School	全日 whole-day	男女 co-ed	資助 aided		4	新界大埔富善邨 (2661 9383) Fu Shin Estate, Tai Po, NT
8405	大埔浸信會公立學校（S）（P） Tai Po Baptist Public School	全日 whole-day	男女 co-ed	資助 aided	基督教 Protestantism/ Christianity	8	新界大埔廣福邨 (2656 3933) Kwong Fuk Estate, Tai Po, NT
8406	大埔崇德黃建常紀念學校（S） Sung Tak Wong Kin Sheung Memorial School	全日 whole-day	男女 co-ed	資助 aided		8	新界大埔東昌街 (2653 5565) Tung Cheong Street, Tai Po, NT
8407	大埔舊墟公立學校 Tai Po Old Market Public School	全日 whole-day	男女 co-ed	資助 aided		8	新界大埔安祥路 10 號 (2665 4610) 10 On Cheung Road, Tai Po, NT
8408	保良局田家炳小學（S）（P） PLK Tin Ka Ping Primary School	全日 whole-day	男女 co-ed	資助 aided		8	新界大埔第六區運頭塘 (2652 1222) Area 6, Wan Tau Tong Estate, Tai Po, NT
8409	聖公會阮鄭夢芹小學（S）（P） SKH Yuen Chen Maun Chen Primary School	全日 whole-day	男女 co-ed	資助 aided	基督教 Protestantism/ Christianity	10	新界大埔廣福邨 (2658 9183) Kwong Fuk Estate, Tai Po, NT
8410	港九街坊婦女會孫方中小學（S）（P）（U11） HK & KLN KFWA Sun Fong Chung Primary School	全日 whole-day	男女 co-ed	資助 aided		8	新界大埔富善邨 (2661 8896) Fu Shin Estate, Tai Po, NT
8411	林村公立黃福鑾紀念學校（S）（P） Lam Tsuen Public Wong Fook Luen Memorial School	全日 whole-day	男女 co-ed	資助 aided		8	新界大埔太和邨 (2650 3355) Tai Wo Estate, Tai Po, NT
8412	大埔循道衛理小學（S）（P） Tai Po Methodist School	全日 whole-day	男女 co-ed	資助 aided	基督教 Protestantism/ Christianity	10	新界大埔棟樑路 10 號 (2662 2011) 10 Tung Leung Road, Tai Po, NT
8413	保良局田家炳千禧小學（S）（P） PLK Tin Ka Ping Millennium Primary School	全日 whole-day	男女 co-ed	資助 aided		10	新界大埔大埔公路大埔滘段 4 6 4 1 號 （近鹿茵山莊）(2650 5551) 4641 Tai Po Road, Tai Po Kau, Tai Po, NT (Near Deer Hill Bay)
8414	仁濟醫院蔡衍濤小學（S）（P） Yan Chai Hospital Choi Hin To Primary School	全日 whole-day	男女 co-ed	資助 aided		8	新界大埔第六區運頭塘邨 (2656 6116) Area 6, Wan Tau Tong Estate, Tai Po, NT
8415	大埔官立小學（S）（P） Tai Po Government Primary School	全日 whole-day	男女 co-ed	官立 govt		10	新界大埔大埔太和路 8 號 (2656 2382) 8 Tai Po Tai Wo Road, Tai Po, NT
8416	香港教育學院賽馬會小學（S）（P） The HKIED Jockey Club Primary School	全日 whole-day	男女 co-ed	資助 aided		6	新界大埔露屏路 10 號 (2948 1122) 10 Lo Ping Road, Tai Po, NT
8417	天主教聖母聖心小學（S）（P） Sacred Heart of Mary Catholic Primary School	全日 whole-day	男女 co-ed	資助 aided	天主教 Catholicism	8	新界大埔富亨邨第一期 (2660 6161) Fu Heng Estate, Phase I, Tai Po, NT
8418	聖公會阮鄭夢芹銀禧小學（S）（P） SKH Yuen Chen Maun Chen Jubilee Primary School	全日 whole-day	男女 co-ed	資助 aided	基督教 Protestantism/ Christianity	8	新界大埔富亨邨第四期 (2666 0606) Phase IV, Fu Heng Estate, Tai Po, NT

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備註 Remarks

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S 學校實施小班教學，基本每班派位名額為 25 人。若在統一派位階段有實際的需要，學校每班或需加派學生。小班教學著眼教學策略，涉及教學帶動的分組法，學校實施小班教學會按學習目標和學生需要訂定教學組的大小和數目；每班派位人數不應也不須和教學組的大小劃上等號。

The school practises small class teaching with the number of school places for allocation being basically 25 students per class. Subject to the actual need at the Central Allocation stage, the school may be allocated more students per P1 class. Small class teaching is more concerned with the teaching and learning strategy and involves teaching setting or grouping driven by teaching considerations. Schools implementing small class teaching may have different sizes of grouping and different numbers of groups subject to the learning objectives and students' needs. The number of students allocated per class should not and need not be taken as equivalent to the grouping.

P 該校具備有部分可供肢體傷殘學生使用的設施，有關詳情請直接向學校查詢。

The school is equipped with some facilities for the children with physical disability. For details, please contact the school direct.

U11 該校與港九街坊婦女會孫方中書院採用「一條龍」辦學模式。

The school and HK & Kowloon Kaifong Women's Association Sun Fong Chung College adopt the 'through-train' mode.

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2016 年度小一入學統一派位選校名單（居於內地申請兒童）

Choice of Schools List for Central Allocation
(for Applicant Children Residing in the Mainland)
Primary One Admission 2016

其他地區
Other
Districts

選校 編號 Choice Code	學 校 名 稱 Name of School	授課 時間 Session	學校 類別 School Type	資助 類別 Finance Type	宗教 Religion	**暫定統一 派位學額 Provisional Number of Places for Central Allocation	學 校 地 址 （電話號碼） School Address (Telephone Number)
黃大仙 Wong Tai Sin							
4303	浸信會天虹小學 (S) (P) Baptist Rainbow Primary School	全日 whole-day	男女 co-ed	資助 aided	基督教 Protestantism/ Christianity	100	九龍黃大仙竹園南邨 (2328 7971) Chuk Yuen South Estate, Wong Tai Sin, Kln
4305	孔教學院大成小學 (S) Confucian Tai Shing Primary School	全日 whole-day	男女 co-ed	資助 aided	孔教 Confucianism	100	九龍黃大仙大成街 10 號 (2320 3301) 10 Tai Shing Street, Wong Tai Sin, Kln
葵青區 Kwai Chung & Tsing Yi District							
6406	嚮色園主辦可信學校 (S) (P) Ho Shun Primary School (Sponsored by Sik Sik Yuen)	全日 whole-day	男女 co-ed	資助 aided	儒釋道三教 Confucianism, Buddhism & Taoism	75	新界葵涌梨木樹邨第三校舍 (2424 8861) Estate School No. 3, Lei Muk Shue Estate, Kwai Chung, NT
6501	中華傳道會許大同學校 (S) (P) CNEC Ta Tung School	全日 whole-day	男女 co-ed	資助 aided	基督教 Protestantism/ Christianity	25	新界葵涌葵興邨第一校舍 (2421 9159) Estate School No. 1, Kwai Hing Estate, Kwai Chung, NT
6510	佛教林炳炎紀念學校 (S) (P) Buddhist Lam Bing Yim Memorial School	全日 whole-day	男女 co-ed	資助 aided	佛教 Buddhism	25	新界荃灣大廈街 33 號 (2422 0125) 33 Tai Ha Street, Tsuen Wan, NT
6511	亞斯理衛理小學 (S) (P) Asbury Methodist Primary School	全日 whole-day	男女 co-ed	資助 aided	基督教 Protestantism/ Christianity	50	新界葵涌荔景邨第二校舍 (2742 9444) Estate School No. 2, Lai King Estate, Kwai Chung, NT
6601	郭怡雅神父紀念學校 (S) Father Cucchiara Memorial School	全日 whole-day	男女 co-ed	資助 aided	天主教 Catholicism	25	新界青衣長青邨第一期屋邨第二校舍 (2495 1922) Estate School No. 2, Cheung Ching Estate, Phase I, Tsing Yi, NT
6602	東華三院黃士心小學 (S) TWGHS Wong See Sum Primary School	全日 whole-day	男女 co-ed	資助 aided		25	新界青衣長安邨（近安洋樓）(2497 8784) Cheung On Estate, Tsing Yi, NT (Near On Yeung House)
6604	青衣商會小學 (S) (P) Tsing Yi Trade Assn Primary School	全日 whole-day	男女 co-ed	資助 aided		125	新界青衣長康邨青康路 12 號 (2497 9288) 12 Ching Hong Road, Cheung Hong Estate, Tsing Yi, NT
6608	荃灣商會學校 (S) (P) Tsuen Wan Trade Assn Primary School	全日 whole-day	男女 co-ed	資助 aided		125	新界青衣青衣邨一區第一屋邨小學 (2497 7911) Estate Primary School No. 1, Tsing Yi Estate, Area I, Tsing Yi, NT
6609	仁濟醫院趙曾學韞小學 (S) (P) YCH Chiu Tsang Hok Wan Primary School	全日 whole-day	男女 co-ed	資助 aided		100	新界青衣青衣邨第二期屋邨小學 (2433 1788) Estate Primary School, Tsing Yi Estate, Phase II, Tsing Yi, NT
馬鞍山 Ma On Shan							
8904	香港道教聯合會純陽小學 (S) (P) HK Taoist Assn Shun Yeung Primary School	全日 whole-day	男女 co-ed	資助 aided	道教 Taoism	50	新界沙田馬鞍山鞍駿街 30 號 (2642 2355) 30 On Chun Street, Ma On Shan, Shatin, NT
8906	基督教香港信義會馬鞍山信義學校 (S) (P) The Evangelical Lutheran Church of Hong Kong Ma On Shan Lutheran Primary School	全日 whole-day	男女 co-ed	資助 aided	基督教 Protestantism/ Christianity	25	新界沙田馬鞍山恒安邨 (2642 9118) Heng On Estate, Ma On Shan, Shatin, NT
東涌 Tung Chung							
9804	寶安商會溫浩根小學 (S) (P) Po On Com Assn Wan Ho Kan Primary School	全日 whole-day	男女 co-ed	資助 aided		75	新界大嶼山東涌富東邨 (2109 0045) Fu Tung Estate, Tung Chung, Lantau Island, NT
9807	香港教育工作者聯會黃楚標學校 (S) (P) (U15) HKFEW Wong Cho Bau School	全日 whole-day	男女 co-ed	資助 aided		75	新界大嶼山東涌逸東（一）邨 (2109 0087) Yat Tung Estate, Tung Chung, Lantau Island, NT
9809	東涌天主教學校 (S) (P) (U16) Tung Chung Catholic School	全日 whole-day	男女 co-ed	資助 aided	天主教 Catholicism	75	新界大嶼山東涌逸東街 8 號逸東（二）邨 (2109 4962) 8 Yat Tung Street, Yat Tung (2) Estate, Tung Chung, Lantau Island, NT

（備註見下頁 Remarks on the next page）

家長在填寫「選擇學校表格」時，可於甲部填寫香港任何官立或資助小學；而在乙部則必須填寫《統一派位選校名單（居於內地申請兒童）》內的學校。When filling in Part A of the “Choice of Schools Form”, parents may select any government or aided primary schools in Hong Kong. Parents should make their choices strictly from the “Choice of Schools List for Central Allocation (For Applicant Children Residing in the Mainland)” when filling in Part B.

備註 Remarks

- ** 此欄顯示按各學校的暫定開辦小一班級數目，計算自行分配學位階段後的剩餘學額；該數目屬暫定性質，會因應統一派位階段的實際需求而調整。另一方面，學校最終開辦小一班級的數目亦須根據既定準則視乎實際需要而定。
This column shows the remaining P1 places of each school after the Discretionary Places Admission stage, which is basically calculated according to the provisional number of P1 classes of the school. The figure is provisional in nature and is subject to adjustment based on the actual demand at the Central Allocation stage. Besides, the actual number of P1 classes approved for a school is determined according to the established criteria taking into account the actual demand.
- S 學校實施小班教學，基本每班派位名額為 25 人。若在統一派位階段有實際的需要，學校每班或需加派學生。小班教學著眼教學策略，涉及教學帶動的分組法，學校實施小班教學會按學習目標和學生需要訂定教學組的大小和數目；每班派位人數不應也不須和教學組的大小劃上等號。
The school practises small class teaching with the number of school places for allocation being basically 25 students per class. Subject to the actual need at the Central Allocation stage, the school may be allocated more students per P1 class. Small class teaching is more concerned with the teaching and learning strategy and involves teaching setting or grouping driven by teaching considerations. Schools implementing small class teaching may have different sizes of grouping and different numbers of groups subject to the learning objectives and students’ needs. The number of students allocated per class should not and need not be taken as equivalent to the grouping.
- P 該校具備有部分可供肢體傷殘學生使用的設施，有關詳情請直接向學校查詢。
The school is equipped with some facilities for the children with physical disability. For details, please contact the school direct.
- U15 該校與香港教育工作者聯會黃楚標中學採用「一條龍」辦學模式。
The school and HKFEW Wong Cho Bau Secondary School adopt the ‘through-train’ mode.
- U16 該校與東涌天主教學校採用「一條龍」辦學模式。
The school and Tung Chung Catholic School adopt the ‘through-train’ mode.

- End -

CONTROLLING OFFICER'S REPLY

EDB116

(Question Serial No. 0303)

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:

To implement the Government's resource-saving policy, all policy bureaux must cut their operating expenditure by 1% each year in 2016-17 and 2017-18. Please give a detailed breakdown of the resource-saving items, the expenditure involved and the number of affected stakeholders by year.

Asked by: Hon IP Kin-yuen (Member Question No. 41)

Reply:

In the face of an ageing population, shrinking labour supply and slowing economic growth, the Government needs to contain the growth of government expenditure to ensure fiscal sustainability. The 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, 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 2017-18 is estimated to increase by \$3.1 billion or 4.1% over 2016-17 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 2017-18, particularly the implementation of the Free Quality Kindergarten Education Scheme.

- End -

CONTROLLING OFFICER'S REPLY**EDB117****(Question Serial No. 0305)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

Regarding the status and future planning and use of the vacant school premises, please use the table below to provide the following information:

(a) the details of the vacant kindergartens, primary schools, and secondary schools by school district, including school name, detail school address, site area of school premises, year in which the school ceased operation, government department managing the school premises at present, the vacant school premises have been reused or reallocated for educational use, the expected time of their return to the Planning Department or other government departments;

District	School name	Detail school address	Site area of school premises (m ²)	Year in which the school ceased operation/ became vacant	Government department managing the school premises at present	Year in which the school premises have been reused/reallocated for educational use	Date on and the department to which the school premises was returned

(b) the expenditure involved in managing the vacant school premises each year in the 2013/14 to 2015/16 school years;

(c) the number of vacant school premises the Education Bureau (EDB) returned to other government departments in the 2013/14 to 2015/16 school years; and

(d) a breakdown of the vacant school premises and new development land available for school application in future by school district.

Asked by: Hon IP Kin-yuen (Member Question No. 42)

Reply:

(a) and (d): 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. The Education Bureau (EDB) does not compile statistics on vacant KG premises. According to the Hong Kong Housing Authority (HKHA)'s records, there are currently four vacant estate KG premises in public housing estates under HKHA. 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. In respect of the aforesaid four vacant estate KG premises, two have been included in the Second School Allocation Exercise 2016 of which the result will be announced soon.

It has all along been EDB's policy objective to put vacant school premises (VSP) into gainful use. 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, and the educational needs and relevant policy initiatives 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.

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 inform PlanD and other relevant departments (such as the Lands Department (LandsD) and the Housing Department (HD)) for PlanD's consideration of suitable alternative long-term uses in accordance with the central clearing house mechanism.

As at end-February 2017, there are 18 VSP and two partial VSP under EDB's purview which are earmarked/retained for school or other educational uses (including those not yet been confirmed as being no longer required by EDB). Information on these premises is set out in Table (1) below.

Table (1) – 18 VSP and two partial VSP under EDB's purview (position as at end-February 2017)

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)
1	Wanchai	2006/07	2 000
2	Wanchai	2007/08	6 500
3	Eastern	2011/12	600# [Partly vacant]
4	Southern	2012/13	6 000
5	Kwun Tong	2011/12	2 900
6	Kowloon City	2013/14	3 200
7	Wong Tai Sin	2016/17	2 400
8	Wong Tai Sin	2016/17	3 700
9	Wong Tai Sin	2016/17	(Total)
10	Sham Shui Po	2013/14	3 700
11	Sham Shui Po	2010/11	2 200
12	Sha Tin	2015/16	3 900
13	Sha Tin	2011/12	5 800#
14	Sha Tin	2010/11	3 900#
15	Sha Tin	2010/11	2 600# [Partly vacant]
16	Tai Po	2006/07	5 200#
17	Tai Po	1999/00	2 400
18	Tsuen Wan	2010/11	3 600#
19	Tuen Mun	2010/11	5 300#
20	Islands	2006/07	5 800

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 HKHA / 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's purview. There is a need to earmark/retain some VSP to cater for the anticipated future demand for school places and to allow flexible arrangements required for in view of the uncertainty involved. In addition, EDB needs VSP to flexibly address various and changing needs, including re-provisioning of existing schools to improve their learning and teaching environment or decanting use by schools undergoing in-situ redevelopment or extension works, etc. It is therefore not practicable to impose any fixed target on the length of the vacancy period of a VSP or the 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 earmarked for educational use but suitable for short-term use to relevant bureaux/departments (including the Home Affairs Bureau (HAB), Home Affairs Department (HAD), LandsD, PlanD and Social Welfare Department (SWD)) 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 new school sites, as at March 2017, there are a total of 24 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 site investigation and school design, are being carried out in accordance with the prevailing procedure. A breakdown of the 24 reserved school sites by districts with their location, site area and planned use is set out in Table (2). Among them, funding approval for projects on six reserved school sites was obtained from the Finance Committee (FC) of the Legislative Council (LegCo) in the 2014-15 LegCo Session with the school building works already underway; projects on three reserved school sites were approved in the LegCo Session in 2015-16 with the school building works commenced in 2016; while projects on another two reserved school sites would be submitted for funding approval from FC in the 2016-17 LegCo Session. For the remaining 13 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 (2) – Reserved School Sites by District

No.	District	Location	Site Area (rounded to the nearest hundred m ²)	Planned use	Number of classrooms	Allocation status	Remark
1	Kowloon City	To Kwa Wan	8 000	Two Special Schools	12 each	Allocated	(i)
2	Kowloon City	Kai Tak Development	7 500	Secondary School	30	Allocated	(i)
3	Kowloon City	To Kwa Wan	7 700	Secondary School	30	Unallocated	(iii)
4	Kowloon City	Ho Man Tin	7 800	Primary School	24	Unallocated	(iv)
5	Kowloon City	Kowloon Tong	7 700	Two Special Schools	12 and 24 respectively	Unallocated	(iii)
6	Kwun Tong	Jordan Valley	6 900	Special School	18	Allocated	(i)
7	Kwun Tong	Anderson	7 500	Secondary	30	Allocated	(iii)

No.	District	Location	Site Area (rounded to the nearest hundred m ²)	Planned use	Number of classrooms	Allocation status	Remark
		Road		School			
8	Kwun Tong	Anderson Road	6 500	Primary School	30	Allocated	(i)
9	Kwun Tong	Anderson Road	7 200	Primary School	30	Unallocated	(iii)
10	Eastern	North Point	12 300 (Total)	Primary School	24	Allocated	(i)
11	Eastern	North Point		Primary School	24	Allocated	(i)
12	North	Fanling	7 100	Primary School	36	Allocated	(i)
13	North	Fanling	6 100	Primary School	30	Unallocated	(iii)
14	North	Fanling	6 200	Primary School	30	Unallocated	(iii)
15	Sham Shui Po	Cheung Sha Wan	6 500	Primary School	30	Allocated	(ii)
16	Sham Shui Po	Cheung Sha Wan	4 400	Special School	12	Allocated	(i)
17	Sham Shui Po	Cheung Sha Wan	6 200	Primary School	30	Unallocated	(iii)
18	Sai Kung	Tseung Kwan O	6 200	Primary School	30	Allocated	(iv)
19	Sai Kung	Tseung Kwan O	7 000	Secondary School	30	Allocated	(iv)
20	Sai Kung	Tseung Kwan O	7 400	Secondary School	30	Unallocated	(iii)
21	Tuen Mun	Tuen Mun West	7 100	Special School	16	Allocated	(i)
22	Islands	Tung Chung	5 800	Special School	18	Allocated	(ii)
23	Sha Tin	Shui Chuen O	8 700	Primary School	30	Unallocated	(iii)
24	Tsuen Wan	Tsuen Wan West	5 800	Primary School	30	Unallocated	(iv)

Remarks:

- (i) Funding approval has been obtained from FC of LegCo for the school building project.
- (ii) Funding approval would be sought from FC of LegCo in the 2016-17 LegCo 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.

According to EDB's prevailing school allocation mechanism, once a vacant/to-be-vacated premises or a reserved school site is confirmed to be required for allocation for school use, EDB will normally invite application from all eligible organisations in the territory through SAE and make relevant announcement on its website. SAE is generally conducted on a competitive basis amongst the school sponsoring bodies. When assessing the applications, quality of education is the prime consideration of the School Allocation Committee (SAC) comprising official and non-official members. Other factors, including operation track record and condition of existing school premises (where applicable), the school proposal, etc., will also be considered.

(b) EDB is responsible for the management of VSP located on sites allocated to EDB, including those that PlanD has been informed of 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. In 2013-14,

2014-15 and 2015-16, the expenditures incurred by EDB for the management of VSP were \$0.727 million, \$0.957 million and \$1.221 million respectively. The expenditures mainly include security patrol and inspections, pest control, removal of litter, as well as cleansing and weeding.

(c) As for VSP no longer required by EDB for school or other educational uses, EDB will inform PlanD and other relevant departments (such as LandsD and HD) in accordance with the central clearing house mechanism. PlanD will consider suitable alternative long-term uses (such as government, institution or community, residential and other uses) for the concerned VSP sites. Upon confirmation on the long-term uses of the concerned VSP sites through the central clearing house mechanism, PlanD will inform the relevant departments (such as LandsD and HD) of the recommendations for their follow up as appropriate. In the 2013/14 to 2015/16 school years, EDB had informed PlanD and other relevant departments of 11 VSP in accordance with the above-mentioned central clearing house mechanism.

- End -

CONTROLLING OFFICER'S REPLY**EDB118****(Question Serial No. 0306)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (8) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

It is pledged in the Budget that the Government will increase the allocation for regular school repairs by 9 per cent to \$1.2 billion in the coming year. Recognising their special designs, the Government will also earmark sufficient resources for retrofitting 26 “matchbox-style school premises”. In this connection, please provide the following specific information:

- (a) What are the expenditure details of the \$1.2 billion and their distribution in expenditure items?
- (b) Compared to the new school year, what are the involved respective numbers of primary and secondary schools, staffing of the Education Bureau and the increase of expenditure in each of the school years from the 2013/14 to 2016/17 school years?
- (c) It is recommended in the Budget to carry out improvement works for the 26 “matchbox-style” schools. Please list the details of the work items, the specific work items required by specific schools concerned, the timetables of the works, as well as the involved work expenditure and total expenditure of each school respectively.

Asked by: Hon IP Kin-yuen (Member Question No.43)

Reply:

(a) and (b) Over the years, the Education Bureau (EDB) has implemented various measures to enhance school facilities and improve teaching and learning environment, having regard to the circumstances and needs of individual schools. For the 2017-18 financial year, the Government plans to allocate around \$1.2 billion as non-recurrent subsidy for carrying out improvement works for school premises under the annual major repairs exercise (Note 1) and emergency repairs mechanism. The related actual/estimated expenditure from the 2013-14 to 2017-18 financial years is set out below –

	2013-14 (actual expenditure)	2014-15 (actual expenditure)	2015-16 (actual expenditure)	2016-17 (estimated expenditure)	2017-18 (estimated expenditure)
Expenditure (\$ million)	848.8	941.0	971.5	1,086.8	1,185.8
Percentage Increase		+10.9%	+3.2%	+11.9%	+9.1%

The number of schools with applications approved under the annual major repairs exercise and the emergency repairs mechanism remain steady at around 900 in past few years and there has been no increase in

terms of staffing arising from the increased funding allocation.

Note 1: The annual major repairs exercise is applicable to aided schools as well as schools under the Direct Subsidy Scheme (for items costing more than \$2 million).

(c) In light of the discussion and consensus reached by EDB, the Legislative Council Panel on Education (the Panel) and the sector at the tripartite meetings held in 2016, the Chief Executive announced in his Policy Address on 18 January 2017 the initiative to improve the facilities of 26 “matchbox-style school premises” with regard to the unique design features of such premises. We have briefed Members of the Panel at its meeting of 13 February 2017 on the related arrangement, including five proposed improvement measures in relation to the common problems arising from the unique design features of these school premises, as well as exploration of potential scope for campus expansion and technically feasible means for better utilising the existing space.

The Government will allocate additional resources to take forward the aforementioned improvement scheme. Given that the conditions and needs of the 26 primary school premises vary, the corresponding scope and in turn costs and duration of the works for individual schools would also differ. EDB and our consultants are scheduling meetings with individual schools for in-depth discussions regarding the details of the improvement arrangements, including the works items to cover, priority of such works items and the works programme, in order to finalise the particulars of the works project for individual schools as soon as possible and to commence the improvement works concerned during the 2017 summer break. The total amount of funding required and the cash flow will only be available at a later stage.

- End -

CONTROLLING OFFICER'S REPLY**EDB119****(Question Serial No. 0307)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (3) Primary Education, (4) Secondary Education, (6) Other Educational Services and SubsidiesControlling Officer: Permanent Secretary for Education (Mrs Marion LAI)Director of Bureau: Secretary for EducationQuestion:

Please give a breakdown of the existing programmes in connection with after-school learning and support provided for students and the funding from the 2012/13 to 2016/17 school years by school year and district, including:

- (a) the number of students receiving the Comprehensive Social Security Assistance (CSSA), full grant or half grant and their respective percentage shares in the total number of students in the respective school years;
- (b) a breakdown of the content of the various support programmes, number of participating schools, number of students receiving CSSA, full grants or half grants and their related percentage shares by school year;
- (c) the number of service hours provided by the various programmes.

Asked by: Hon IP Kin-yuen (Member Question No. 45)Reply:

Public sector schools are provided with various types of subsidies (e.g. the block grant) and other resources annually. Schools may deploy flexibly the subsidies and resources in accordance with the underlying principles of school-based management to support students' learning and provide after-school activities for students to facilitate their whole-person development.

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 (SFAS).

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 students who are not in receipt of CSSA or full grant of SFAS but identified by schools as needy (including students receiving half grant of SFAS, new arrivals, single parent households, etc). 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 following the increase in the discretionary quota mentioned above). The annual provision of the Programme has been increased to about \$240 million since then.

Besides, the Hong Kong Jockey Club Charities Trust (Trust) and EDB have jointly set up the Hong Kong Jockey Club Life-wide Learning Fund (Fund) since 2002 to subsidise the financially needy students to participate in life-wide learning activities organised or recognised by schools for whole-person development. Eligible students under the Fund are students from families in receipt of CSSA or receiving full grant under the SFAS studying in primary and secondary schools.

To increase the opportunities for needy students to participate in life-wide learning activities, starting from the 2005/06 school year, EDB has relaxed the discretionary quota for “other needy students” from 10% to 100% so that the participating schools would have full flexibility to benefit needy students who are not CSSA or SFAS full grant recipients but meet the schools’ established “financially needy” criteria (e.g. students receiving half grant under SFAS, new arrivals, single parent households, etc.). Up to the 2015/16 school year, the Trust has donated in total more than \$720 million.

The number of students receiving the CSSA, full grant or half grant and their respective percentage shares in the total number of students by district from the 2012/13 to 2016/17 school years are at Annexes A to E respectively.

The provision and number of participating schools/NGOs and students of the above programmes and their related percentage shares by district from the 2012/13 to 2016/17 school years are at Annexes F to J respectively.

Given that the School-based Grant under the Programme is intended to complement block grant and other resources allocated to the schools and in line with the spirit of school-based management, schools can deploy the resources of other grants to provide after-school programmes appropriate to the needs of their students. The activities organized by schools and NGOs are not identical given the diverse needs of students as gauged by their schools and/or the NGOs concerned. However, 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. Statistics on the service hours under the Programme are not available.

The Fund subsidises eligible students’ cost of participating in various life-wide learning activities organised or recognised by schools according to their students’ needs. Statistics on the service hours of the activities in question are not available.

**Number of Students in Receipt of Comprehensive Social Security Assistance (CSSA), Full Grant and Half Grant and
Respective Percentage Share among Total Number of Students by District
in the 2012/13 school year**

District	Full grant		Half grant		CSSA (as at the end of December 2012)	
	Number of students	Percentage share	Number of students	Percentage share	Number of students	Percentage share
Central & Western	1 922	9.7%	1 624	8.2%	450	N.A. ¹
Eastern	7 439	17.5%	6 167	14.5%	3 095	N.A. ¹
Islands	2 962	23.0%	2 771	21.5%	2 682	N.A. ¹
Southern	3 402	18.5%	3 180	17.3%	1 501	N.A. ¹
Wan Chai	1 735	7.3%	1 522	6.4%	229	N.A. ¹
Kowloon City	7 032	12.2%	5 693	9.9%	2 654	N.A. ¹
Kwun Tong	15 384	27.3%	10 458	18.6%	11 292	N.A. ¹
Sai Kung	7 003	18.8%	6 182	16.6%	3 123	N.A. ¹
Sham Shui Po	9 729	22.3%	5 982	13.7%	6 195	N.A. ¹
Wong Tai Sin	9 397	24.7%	6 919	18.2%	5 909	N.A. ¹
Yau Tsim Mong	5 287	18.1%	3 412	11.7%	2 012	N.A. ¹
North	10 960	30.0%	5 340	14.6%	4 639	N.A. ¹
Sha Tin	11 015	18.0%	8 408	13.8%	5 422	N.A. ¹
Tai Po	6 073	22.5%	4 160	15.4%	2 287	N.A. ¹
Kwai Tsing	13 259	28.2%	9 390	20.0%	8 008	N.A. ¹
Tsuen Wan	5 057	19.8%	3 752	14.7%	2 187	N.A. ¹
Tuen Mun	12 346	24.7%	9 484	19.0%	5 086	N.A. ¹
Yuen long	16 511	25.8%	11 259	17.6%	10 666	N.A. ¹
Total	146 513	21.1%	105 703	15.2%	77 437	N.A.¹

1. 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.

**Number of Students in Receipt of Comprehensive Social Security Assistance (CSSA), Full Grant and Half Grant and
Respective Percentage Share among Total Number of Students by District
in the 2013/14 school year**

District	Full grant		Half grant		CSSA (as at the end of December 2013)	
	Number of students	Percentage share	Number of students	Percentage share	Number of students	Percentage share
Central & Western	1 788	9.3%	1 527	8.0%	429	N.A. ¹
Eastern	6 989	17.0%	5 743	14.0%	2 791	N.A. ¹
Islands	2 679	21.9%	2 505	20.5%	2 357	N.A. ¹
Southern	3 125	17.3%	2 907	16.1%	1 382	N.A. ¹
Wan Chai	1 597	6.9%	1 433	6.2%	207	N.A. ¹
Kowloon City	6 538	11.8%	5 172	9.3%	2 811	N.A. ¹
Kwun Tong	14 558	26.6%	10 188	18.6%	10 161	N.A. ¹
Sai Kung	6 189	17.4%	5 541	15.6%	2 614	N.A. ¹
Sham Shui Po	9 073	21.4%	5 747	13.5%	5 782	N.A. ¹
Wong Tai Sin	8 824	24.1%	6 538	17.9%	5 277	N.A. ¹
Yau Tsim Mong	5 077	17.6%	3 178	11.0%	1 795	N.A. ¹
North	10 966	30.6%	5 104	14.2%	4 162	N.A. ¹
Sha Tin	10 428	17.3%	7 919	13.1%	4 823	N.A. ¹
Tai Po	5 950	22.5%	3 825	14.5%	2 071	N.A. ¹
Kwai Tsing	12 491	27.9%	8 811	19.7%	6 959	N.A. ¹
Tsuen Wan	4 668	19.1%	3 528	14.4%	1 922	N.A. ¹
Tuen Mun	11 537	24.1%	8 720	18.2%	4 518	N.A. ¹
Yuen long	15 575	25.2%	10 532	17.0%	9 355	N.A. ¹
Total	138 052	20.6%	98 918	14.8%	69 416	N.A.¹

1. 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.

**Number of Students in Receipt of Comprehensive Social Security Assistance (CSSA), Full Grant and Half Grant and
Respective Percentage Share among Total Number of Students by District
in the 2014/15 school year**

District	Full grant		Half grant		CSSA (as at the end of December 2014)	
	Number of students	Percentage share	Number of students	Percentage share	Number of students	Percentage share
Central & Western	1 686	9.0%	1 359	7.3%	425	N.A. ¹
Eastern	6 705	16.8%	5 345	13.4%	2 599	N.A. ¹
Islands	2 350	20.3%	2 272	19.6%	2 099	N.A. ¹
Southern	2 840	16.5%	2 692	15.6%	1 273	N.A. ¹
Wan Chai	1 503	6.6%	1 340	5.9%	185	N.A. ¹
Kowloon City	6 296	11.5%	4 856	8.9%	3 136	N.A. ¹
Kwun Tong	14 299	26.8%	9 632	18.0%	9 233	N.A. ¹
Sai Kung	5 868	16.9%	5 089	14.7%	2 326	N.A. ¹
Sham Shui Po	8 793	21.1%	5 475	13.1%	5 404	N.A. ¹
Wong Tai Sin	8 669	24.2%	6 180	17.3%	4 789	N.A. ¹
Yau Tsim Mong	4 971	17.5%	2 921	10.3%	1 647	N.A. ¹
North	11 067	31.4%	4 704	13.3%	3 760	N.A. ¹
Sha Tin	10 162	17.1%	7 328	12.3%	4 414	N.A. ¹
Tai Po	5 974	22.9%	3 619	13.9%	1 917	N.A. ¹
Kwai Tsing	11 969	27.9%	8 258	19.2%	6 492	N.A. ¹
Tsuen Wan	4 590	19.4%	3 266	13.8%	1 758	N.A. ¹
Tuen Mun	11 022	23.8%	7 893	17.0%	4 172	N.A. ¹
Yuen long	15 296	25.1%	9 714	15.9%	8 555	N.A. ¹
Total	134 060	20.5%	91 943	14.0%	64 184	N.A.¹

1. 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.

**Number of Students in Receipt of Comprehensive Social Security Assistance (CSSA), Full Grant and Half Grant and
Respective Percentage Share among Total Number of Students by District
in the 2015/16 school year**

District	Full grant		Half grant		CSSA (as at the end of December 2015)	
	Number of students	Percentage share	Number of students	Percentage share	Number of students	Percentage share
Central & Western	1 539	8.2%	1 339	7.1%	381	N.A. ¹
Eastern	6 484	16.7%	4 948	12.7%	2 408	N.A. ¹
Islands	2 296	20.8%	1 918	17.4%	1 943	N.A. ¹
Southern	2 667	16.0%	2 492	15.0%	1 193	N.A. ¹
Wan Chai	1 431	6.4%	1 278	5.7%	185	N.A. ¹
Kowloon City	6 176	11.5%	4 323	8.0%	3 063	N.A. ¹
Kwun Tong	13 730	26.6%	9 087	17.6%	8 498	N.A. ¹
Sai Kung	5 518	16.4%	4 712	14.0%	1 977	N.A. ¹
Sham Shui Po	8 362	20.4%	5 052	12.3%	5 121	N.A. ¹
Wong Tai Sin	8 513	24.1%	5 783	16.4%	4 408	N.A. ¹
Yau Tsim Mong	4 723	17.0%	2 747	9.9%	1 683	N.A. ¹
North	11 114	31.9%	4 315	12.4%	3 464	N.A. ¹
Sha Tin	9 871	16.9%	7 058	12.1%	4 210	N.A. ¹
Tai Po	6 073	23.4%	3 419	13.2%	1 708	N.A. ¹
Kwai Tsing	11 372	27.4%	7 746	18.6%	5 963	N.A. ¹
Tsuen Wan	4 377	18.9%	3 074	13.3%	1 648	N.A. ¹
Tuen Mun	10 652	23.5%	6 996	15.4%	3 731	N.A. ¹
Yuen long	15 064	25.1%	8 855	14.7%	7 994	N.A. ¹
Total	129 962	20.3%	85 142	13.3%	59 578	N.A.¹

1. 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.

**Number of Students in Receipt of Comprehensive Social Security Assistance (CSSA), Full Grant and Half Grant and
Respective Percentage Share among Total Number of Students by District
in the 2016/17 school year**

District	Full grant (as at 31 January 2017)		Half grant (as at 31 January 2017)		CSSA (as at the end of December 2016)	
	Number of students	Percentage share	Number of students	Percentage share	Number of students	Percentage share
Central & Western	1 176	N.A. ¹	1 062	N/A ¹	349	N.A. ²
Eastern	6 329	N.A. ¹	4 723	N/A ¹	2 112	N.A. ²
Islands	2 126	N.A. ¹	1 802	N/A ¹	1 647	N.A. ²
Southern	2 582	N.A. ¹	2 303	N/A ¹	1 056	N.A. ²
Wan Chai	1 655	N.A. ¹	1 307	N/A ¹	156	N.A. ²
Kowloon City	7 913	N.A. ¹	5 369	N/A ¹	2 775	N.A. ²
Kwun Tong	12 870	N.A. ¹	8 502	N/A ¹	7 421	N.A. ²
Sai Kung	5 478	N.A. ¹	4 483	N/A ¹	1 652	N.A. ²
Sham Shui Po	7 739	N.A. ¹	4 559	N/A ¹	4 449	N.A. ²
Wong Tai Sin	6 496	N.A. ¹	4 190	N/A ¹	3 814	N.A. ²
Yau Tsim Mong	4 277	N.A. ¹	2 536	N/A ¹	1 334	N.A. ²
North	11 152	N.A. ¹	3 988	N/A ¹	2 877	N.A. ²
Sha Tin	9 489	N.A. ¹	6 574	N/A ¹	3 866	N.A. ²
Tai Po	5 842	N.A. ¹	2 999	N/A ¹	1 496	N.A. ²
Kwai Tsing	10 549	N.A. ¹	7 195	N/A ¹	4 979	N.A. ²
Tsuen Wan	4 400	N.A. ¹	2 844	N/A ¹	1 406	N.A. ²
Tuen Mun	10 068	N.A. ¹	6 492	N/A ¹	3 024	N.A. ²
Yuen long	14 240	N.A. ¹	8 196	N/A ¹	6 719	N.A. ²
Total	124 381	N.A.¹	79 124	N/A¹	51 132	N.A.²

1. Not applicable as the full grant and half grant data is as at 31 January 2017 while the student population is based on the 2016/17 school year. The corresponding percentage share cannot be worked out at present.
2. 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.

Provision and Number of Participating Schools/NGOs and Students and Related Percentage Share by District under School-based After-school Learning and Support Programmes and Hong Kong Jockey Club Life-wide Learning Fund in the 2012/13 school year

District	School-based After-school Learning and Support Programme (Programme)							Hong Kong Jockey Club Life-wide Learning Fund (Fund)					
	Provision \$ ('000)	Number of schools	Number of NGOs ⁴	Number of students ^{1,2}				Provision \$ ('000)	Number of schools	Number of students ^{1,3}			
				Full grant	Percentage share among all full grant students in the district	CSSA	Percentage share among all CSSA students in the district			Full grant	Percentage share among all full grant students in the district	CSSA	Percentage share among all CSSA students in the district
Central & Western	1,743	22	6	1 800	93.7%	5 50	N.A. ⁵	741	28	1 480	77.0%	240	N.A. ⁵
Eastern	7,191	49	13	6 480	87.1%	2 860	N.A. ⁵	3,511	63	5 050	67.9%	1 610	N.A. ⁵
Islands	4,837	26	7	2 900	97.9%	2 180	N.A. ⁵	1,458	24	2 220	74.9%	1 130	N.A. ⁵
Southern	4,532	31	9	3 380	99.4%	1 540	N.A. ⁵	1,697	34	2 110	62.0%	850	N.A. ⁵
Wan Chai	1,180	21	5	1 510	87.0%	720	N.A. ⁵	911	31	1 200	69.2%	540	N.A. ⁵
Kowloon City	8,829	55	23	6 260	89.0%	3 200	N.A. ⁵	3,537	65	4 820	68.5%	1 740	N.A. ⁵
Kwun Tong	23,417	67	22	14 690	95.5%	9 520	N.A. ⁵	7,448	70	11 540	75.0%	5 370	N.A. ⁵
Sai Kung	7,893	48	19	6 880	98.2%	3 490	N.A. ⁵	3,667	49	5 530	79.0%	1 530	N.A. ⁵
Sham Shui Po	15,662	51	19	9 360	96.2%	6 060	N.A. ⁵	4,694	53	7 120	73.2%	3 770	N.A. ⁵
Wong Tai Sin	13,653	52	19	8 710	92.7%	5 460	N.A. ⁵	4,562	60	7 430	79.1%	3 360	N.A. ⁵
Yau Tsim Mong	7,842	36	13	5 250	99.3%	3 110	N.A. ⁵	2,587	38	3 510	66.4%	1 580	N.A. ⁵
North	14,263	48	17	10 230	93.3%	4 470	N.A. ⁵	4,346	49	8 930	81.5%	3 120	N.A. ⁵
Sha Tin	15,769	78	29	10 510	95.4%	5 580	N.A. ⁵	5,193	77	7 160	65.0%	2 860	N.A. ⁵
Tai Po	8,251	41	12	5 860	96.5%	2 860	N.A. ⁵	2,511	40	4 350	71.6%	1 340	N.A. ⁵
Kwai Tsing	20,481	66	15	13 090	98.7%	7 900	N.A. ⁵	6,749	67	10 450	78.8%	4 630	N.A. ⁵
Tsuen Wan	6,798	28	11	4 440	87.8%	2 180	N.A. ⁵	2,233	35	3 590	71.0%	920	N.A. ⁵
Tuen Mun	18,087	74	26	11 960	96.9%	6 160	N.A. ⁵	5,829	75	9 360	75.8%	3 440	N.A. ⁵
Yuen Long	28,146	86	31	15 930	96.5%	10 010	N.A. ⁵	8,171	86	12 710	77.0%	6 100	N.A. ⁵
Total	208,574	879	296	139 240	95.0%	77 850	N.A.⁵	69,845	944	108 550	74.1%	44 120	N.A.⁵

1. The number of students is rounded to the nearest ten.
2. Eligible students under the Programme are students from families in receipt of CSSA or receiving full grant under the SFAS studying in primary and secondary schools. 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. receiving half grant, new arrivals, single parent households etc) who do not receive CSSA or full grant. Breakdown on the number of participating students receiving SFAS half grant is not available.
3. Eligible students under the Fund are students from families in receipt of CSSA or receiving full grant under the SFAS studying in primary and secondary schools. Starting from the 2005/06 school year, 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. Breakdown on the number of participating students receiving SFAS half grant is not available.
4. For the 2012/13 school year, the total number of NGOs is 167. Since an NGO may organise after-school activities in different districts, the total number of NGOs by district may not tally with the total number under the Programme.
5. Not applicable as the CSSA data is as at end-December each year while the funding to eligible students under the above programmes is based on each school year. The corresponding percentage share cannot be worked out.

Provision and Number of Participating Schools/NGOs and Students and Related Percentage Share by District under School-based After-school Learning and Support Programmes and Hong Kong Jockey Club Life-wide Learning Fund in the 2013/14 school year

District	School-based After-school Learning and Support Programme (Programmes)							Hong Kong Jockey Club Life-wide Learning Fund (Fund)					
	Provision \$ ('000)	Number of schools	Number of NGOs ⁴	Number of students ^{1,2}				Provision \$ ('000)	Number of schools	Number of students ^{1,3}			
				Full grant	Percentage share among all full grant students in the district	CSSA	Percentage share among all CSSA students in the district			Full grant	Percentage share among all full grant students in the district	CSSA	Percentage share among all CSSA students in the district
Central & Western	1,319	22	5	1 780	99.6%	4 90	N.A. ⁵	985	28	1 330	74.4%	230	N.A. ⁵
Eastern	7,839	51	15	6 810	97.4%	1 910	N.A. ⁵	4,259	63	4 720	67.5%	1 710	N.A. ⁵
Islands	4,519	26	9	2 670	99.7%	1 920	N.A. ⁵	1,843	24	2 280	85.1%	1 300	N.A. ⁵
Southern	4,958	30	10	3 120	99.8%	1 760	N.A. ⁵	2,020	33	2 170	69.4%	750	N.A. ⁵
Wan Chai	1,871	22	4	1 560	97.7%	460	N.A. ⁵	1,037	30	920	57.6%	430	N.A. ⁵
Kowloon City	8,017	51	21	6 520	99.7%	2 280	N.A. ⁵	4,113	65	4 460	68.2%	1 810	N.A. ⁵
Kwun Tong	23,504	68	25	14 550	99.9%	8 630	N.A. ⁵	9,498	70	11 780	80.9%	5 290	N.A. ⁵
Sai Kung	6,541	47	19	6 180	99.9%	3 220	N.A. ⁵	4,389	49	5 340	86.3%	1 430	N.A. ⁵
Sham Shui Po	16,057	51	19	9 060	99.9%	5 890	N.A. ⁵	6,325	53	6 910	76.2%	3 650	N.A. ⁵
Wong Tai Sin	14,732	53	15	8 810	99.8%	5 270	N.A. ⁵	5,892	59	7 750	87.8%	3 280	N.A. ⁵
Yau Tsim Mong	7,440	36	13	5 050	99.5%	2 980	N.A. ⁵	3,158	38	3 730	73.5%	1 490	N.A. ⁵
North	14,701	48	20	10 950	99.9%	3 990	N.A. ⁵	5,487	49	9 780	89.2%	2 970	N.A. ⁵
Sha Tin	15,141	77	31	10 380	99.5%	5 300	N.A. ⁵	6,299	80	7 470	71.6%	2 780	N.A. ⁵
Tai Po	8,284	41	16	5 930	99.7%	2 640	N.A. ⁵	3,174	39	4 450	74.8%	1 310	N.A. ⁵
Kwai Tsing	20,167	66	19	12 480	99.9%	7 440	N.A. ⁵	8,273	67	10 100	80.9%	4 110	N.A. ⁵
Tsuen Wan	7,004	30	14	4 650	99.6%	2 080	N.A. ⁵	2,673	35	3 540	75.8%	890	N.A. ⁵
Tuen Mun	16,905	73	23	11 520	99.9%	5 910	N.A. ⁵	6,811	75	9 150	79.3%	3 010	N.A. ⁵
Yuen Long	25,780	85	36	15 520	99.6%	9 550	N.A. ⁵	10,000	88	12 270	78.8%	5 790	N.A. ⁵
Total	204,779	877	314	137 540	99.6%	71 720	N.A.⁵	86,236	945	108 130	78.3%	42 230	N.A.⁵

- The number of students is rounded to the nearest ten.
- Eligible students under the Programme are students from families in receipt of CSSA or receiving full grant under the SFAS studying in primary and secondary schools. 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. receiving half grant, new arrivals, single parent households etc) who do not receive CSSA or full grant. Breakdown on the number of participating students receiving SFAS half grant is not available.
- Eligible students under the Fund are students from families in receipt of CSSA or receiving full grant under the SFAS studying in primary and secondary schools. Starting from the 2005/06 school year, 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. Breakdown on the number of participating students receiving SFAS half grant is not available.
- For the 2013/14 school year, the total numbers of NGOs is 183. Since an NGO may organise after-school activities in different districts, the total number of NGOs by district may not tally with the total number under the Programme.
- Not applicable as the CSSA data is as at end-December each year while the funding to eligible students under the above programmes is based on each school year. The corresponding percentage share cannot be worked out.

Provision and Number of Participating Schools/NGOs and Students and Related Percentage Share by District under School-based After-school Learning and Support Programmes and Hong Kong Jockey Club Life-wide Learning Fund in the 2014/15 school year

District	School-based After-school Learning and Support Programme (Programmes)							Hong Kong Jockey Club Life-wide Learning Fund (Fund)					
	Provision \$ ('000)	Number of schools	Number of NGOs ⁴	Number of students ^{1,2}				Provision \$ ('000)	Number of schools	Number of students ^{1,3}			
				Full grant	Percentage share among all full grant students in the district	CSSA	Percentage share among all CSSA students in the district			Full grant	Percentage share among all full grant students in the district	CSSA	Percentage share among all CSSA students in the district
Central & Western	1,872	22	6	1 670	99.1%	520	N.A. ⁵	865	25	1 330	78.9%	170	N.A. ⁵
Eastern	10,538	52	15	6 360	94.9%	2 650	N.A. ⁵	4,007	63	4 500	67.1%	1 540	N.A. ⁵
Islands	6,138	26	7	2 350	99.9%	1 760	N.A. ⁵	1,675	24	1 840	78.3%	1 110	N.A. ⁵
Southern	5,849	30	8	2 830	99.6%	1 380	N.A. ⁵	1,870	33	2 040	71.8%	720	N.A. ⁵
Wan Chai	1,968	23	5	1 410	93.8%	660	N.A. ⁵	968	32	1 000	66.5%	470	N.A. ⁵
Kowloon City	10,908	54	18	5 930	94.2%	3 020	N.A. ⁵	3,749	62	4 290	68.1%	1 690	N.A. ⁵
Kwun Tong	25,964	67	23	14 180	99.2%	8 070	N.A. ⁵	8,810	71	10 650	74.5%	5 150	N.A. ⁵
Sai Kung	9,432	46	19	5 820	99.2%	2 670	N.A. ⁵	3,598	48	4 690	79.9%	1 430	N.A. ⁵
Sham Shui Po	17,719	52	21	8 790	99.9%	5 550	N.A. ⁵	5,795	52	6 700	76.2%	3 390	N.A. ⁵
Wong Tai Sin	14,196	52	13	8 100	93.4%	4 680	N.A. ⁵	5,283	58	7 240	83.5%	3 000	N.A. ⁵
Yau Tsim Mong	7,980	35	12	4 800	96.6%	2 580	N.A. ⁵	2,899	37	3 990	80.3%	1 610	N.A. ⁵
North	17,378	49	20	10 930	98.8%	3 780	N.A. ⁵	5,140	49	10 010	90.4%	2 640	N.A. ⁵
Sha Tin	17,053	79	28	10 100	99.4%	4 770	N.A. ⁵	5,712	82	7 240	71.2%	2 620	N.A. ⁵
Tai Po	9,928	41	11	5 900	98.8%	2 440	N.A. ⁵	2,966	39	4 800	80.3%	1 260	N.A. ⁵
Kwai Tsing	22,723	67	23	11 950	99.8%	6 470	N.A. ⁵	7,572	67	9 830	82.1%	3 870	N.A. ⁵
Tsuen Wan	7,580	29	14	4 210	91.7%	1 800	N.A. ⁵	2,438	34	3 410	74.3%	820	N.A. ⁵
Tuen Mun	21,344	74	25	11 010	99.9%	5 070	N.A. ⁵	6,287	75	8 230	74.7%	2 970	N.A. ⁵
Yuen Long	31,010	86	35	15 150	99.0%	8 470	N.A. ⁵	9,158	88	12 020	78.6%	4 800	N.A. ⁵
Total	239,580	884	303	131 490	98.1%	66 340	N.A.⁵	78,792	939	103 800	77.4%	39 260	N.A.⁵

1. The number of students is rounded to the nearest ten.
2. Eligible students under the Programme are students from families in receipt of CSSA or receiving full grant under the SFAS studying in primary and secondary schools. 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. receiving half grant, new arrivals, single parent households etc) who do not receive CSSA or full grant. Breakdown on the number of participating students receiving SFAS half grant is not available.
3. Eligible students under the Fund are students from families in receipt of CSSA or receiving full grant under the SFAS studying in primary and secondary schools. Starting from the 2005/06 school year, 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. Breakdown on the number of participating students receiving SFAS half grant is not available.
4. For the 2014/15 school year, the total number of NGOs is 175. Since an NGO may organise after-school activities in different districts, the total number of NGOs by district may not tally with the total number under the Programme.
5. Not applicable as the CSSA data is as at end-December each year while the funding to eligible students under the above programmes is based on each school year. The corresponding percentage share cannot be worked out.

Provision and Number of Participating Schools/NGOs and Students and Related Percentage Share by District under School-based After-school Learning and Support Programmes and Hong Kong Jockey Club Life-wide Learning Fund in the 2015/16 school year

District	School-based After-school Learning and Support Programme							Hong Kong Jockey Club Life-wide Learning Fund ¹					
	Provision \$ ('000)	Number of schools	Number of NGOs ⁵	Number of students ^{2,3}				Provision \$ ('000)	Number of schools	Number of students ^{2,4}			
				Full grant	Percentage share among all full grant students in the district	CSSA	Percentage share among all CSSA students in the district			Full grant	Percentage share among all full grant students in the district	CSSA	Percentage share among all CSSA students in the district
Central & Western	2,148	21	5	1 490	96.8%	430	N.A. ⁶	987	26	1 340	87.1%	200	N.A. ⁶
Eastern	9,940	52	15	5 900	91.0%	2 550	N.A. ⁶	4,349	63	4 510	69.6%	1 470	N.A. ⁶
Islands	4,684	26	8	2 190	95.4%	1 570	N.A. ⁶	1,706	24	2 000	87.1%	950	N.A. ⁶
Southern	5,409	30	7	2 650	99.4%	1 310	N.A. ⁶	2,007	32	1 730	64.9%	600	N.A. ⁶
Wan Chai	2,200	24	5	1 330	92.9%	620	N.A. ⁶	1,036	32	840	58.7%	330	N.A. ⁶
Kowloon City	10,874	54	19	5 690	92.1%	2 840	N.A. ⁶	4,226	61	4 460	72.2%	1 490	N.A. ⁶
Kwun Tong	26,258	67	22	13 610	99.1%	7 770	N.A. ⁶	9,869	71	11 400	83.0%	4 980	N.A. ⁶
Sai Kung	8,794	46	19	5 450	98.8%	2 360	N.A. ⁶	3,867	49	4 610	83.5%	1 220	N.A. ⁶
Sham Shui Po	17,936	52	21	8 350	99.9%	5 440	N.A. ⁶	6,521	52	7 070	84.5%	3 600	N.A. ⁶
Wong Tai Sin	15,024	53	18	8 050	94.6%	4 370	N.A. ⁶	6,054	57	7 380	86.7%	3 190	N.A. ⁶
Yau Tsim Mong	9,818	36	14	4 710	99.7%	2 360	N.A. ⁶	3,398	37	3 910	82.8%	1 700	N.A. ⁶
North	17,577	49	17	11 000	99.0%	3 390	N.A. ⁶	6,101	49	10 220	92.0%	2 110	N.A. ⁶
Sha Tin	17,136	81	31	9 680	98.1%	4 540	N.A. ⁶	6,263	81	7 260	73.5%	2 730	N.A. ⁶
Tai Po	9,495	42	14	5 820	95.8%	2 310	N.A. ⁶	3,324	39	5 090	83.8%	1 290	N.A. ⁶
Kwai Tsing	23,458	67	25	11 340	99.7%	5 940	N.A. ⁶	8,203	67	9 800	86.2%	4 060	N.A. ⁶
Tsuen Wan	8,015	29	12	4 060	92.8%	1 690	N.A. ⁶	2,845	34	3 480	79.5%	1 070	N.A. ⁶
Tuen Mun	21,373	73	23	10 620	99.7%	4 670	N.A. ⁶	6,772	75	8 500	79.8%	2 580	N.A. ⁶
Yuen Long	30,082	87	35	14 420	95.7%	7 580	N.A. ⁶	10,279	88	12 420	82.4%	4 920	N.A. ⁶
Total	240,221	889	310	126 360	97.2%	61 740	N.A. ⁶	87,807	937	105 990	81.6%	38 490	N.A. ⁶

1. The figures are subject to change as a few schools have not yet returned their 2015/16 Annual Activity Reports.
2. The number of students is rounded to the nearest ten.
3. Eligible students under the Programme are students from families in receipt of CSSA or receiving full grant under the SFAS studying in primary and secondary schools. 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. receiving half grant, new arrivals, single parent households etc) who do not receive CSSA or full grant. Breakdown on the number of participating students receiving SFAS half grant is not available.
4. Eligible students under the Fund are students from families in receipt of CSSA or receiving full grant under the SFAS studying in primary and secondary schools. Starting from the 2005/06 school year, 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. Breakdown on the number of participating students receiving SFAS half grant is not available.
5. For the 2015/16 school year, the total number of NGOs is 175. Since an NGO may organise after-school activities in different districts, the total number of NGOs by district may not tally with the total number under the Programme.
6. Not applicable as the CSSA data is as at end-December each year while the funding to eligible students under the above programmes is based on each school year. The corresponding percentage share cannot be worked out.

Provision and Number of Participating Schools/NGOs and Students and Related Percentage Share by District under School-based After-school Learning and Support Programmes and Hong Kong Jockey Club Life-wide Learning Fund in the 2016/17 school year

District	School-based After-school Learning and Support Programme ¹			Hong Kong Jockey Club Life-wide Learning Fund ^{1,2}	
	Provision \$ ('000)	Number of schools	Number of NGOs ³	Provision \$ ('000)	Number of schools
Central & Western	2,087	21	4	861	26
Eastern	9,540	51	16	4,138	62
Islands	4,699	26	11	1,589	24
Southern	5,332	29	7	1,797	32
Wan Chai	2,713	28	6	929	32
Kowloon City	10,206	54	19	3,893	62
Kwun Tong	24,109	69	25	9,479	72
Sai Kung	8,200	46	18	3,702	49
Sham Shui Po	18,312	52	24	5,859	53
Wong Tai Sin	14,315	53	17	5,607	57
Yau Tsim Mong	8,320	36	13	3,002	37
North	17,380	49	18	5,978	49
Sha Tin	17,588	81	33	6,102	79
Tai Po	8,797	41	14	3,203	39
Kwai Tsing	22,841	69	24	7,589	67
Tsuen Wan	8,435	30	11	2,585	34
Tuen Mun	21,572	73	26	6,103	72
Yuen Long	34,959	88	35	9,329	89
Total	239,405	896	321	81,745	935

1. The figures for the students are only available by the end of the 2016/17 school year.

2. Figures are as at 2 March 2017.

3. For the 2016/17 school year, the total number of NGOs is 173. Since an NGO may organise after-school activities in different district, the total number of NGOs by district may not tally with the total number under the Programme.

- End -

CONTROLLING OFFICER'S REPLY**EDB120****(Question Serial No. 0311)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education, (3) Primary Education, (4) Secondary Education

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

Director of Bureau: Secretary for Education

Question:

- (a) Please list the number of students under the scope of eight types of special educational needs from 2012/13 school year to 2016/17 school year by district and education level.
- (b) Please list the number of subsidised primary and secondary schools, the number of students, their percentage shares in the total number of primary and secondary students as well as the expenditure on supporting students requiring tier-2 and tier-3 support by the existing funding mode, including Intensive Remedial Teaching Programme classes, mixed mode and new funding mode in each year from 2012/13 school year to 2016/17 school year.
- (c) Please list the number of participating schools, the number of students as well as the number and percentage share of students under the scope of eight types of special educational needs and students requiring tier-2 and tier-3 support since the implementation of the Pilot Project on Special Educational Needs Coordinators (SENCO) funded by the Community Care Fund (CCF).
- (d) When will the review on the pilot project begin and complete? If the review has completed, what are its findings? Will the pilot project be turned into a recurrent project?
- (e) Will the pilot project be extended to kindergartens? If yes, what are the details and timetables? If no, what are the reasons?

Asked by: Hon IP Kin-yuen (Member Question No. 46)

Reply:

(a)

The number of students with special educational needs (SEN) studying in public sector mainstream primary and secondary schools by SEN types from the 2012/13 to 2016/17 school years is set out at Appendix 1. 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.

(b)

To help schools cater for students with 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, additional teachers and funding under the Intensive Remedial Teaching Programme (IRTP) and Integrated Education

Programme, additional teachers to cater for academic low achievers, Top-up Fund for procurement of special furniture and equipment, Intensive Support Grant for hardcore cases, etc. The number of public sector mainstream primary and secondary schools with the provision of the LSG, IRTTP and mixed mode from the 2012/13 to 2016/17 school years is set out at Appendix 2. 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. Based on the LSG data, the distribution of public sector mainstream primary and secondary schools eligible for LSG by range of number of students with SEN requiring tier-2 and tier-3 support from the 2012/13 to 2016/17 school years is set out at Appendix 3 and Appendix 4 respectively. The expenditure on additional support and services provided for students with SEN in public sector mainstream schools on top of the regular subvention from the 2012/13 to 2016/17 school years is set out at Appendix 5. In actual practice, irrespective of the funding mode adopted, under the Whole School Approach to integrated education, schools should deploy the additional resources to render appropriate support for students in need. Hence, all students with SEN would benefit from such additional resources.

(c)

Starting from the 2015/16 school year, the Community Care Fund has funded a three-year Pilot Project on Special Educational Needs Coordinators (the 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 10 220 students with SEN in the 2016/17 school year. Special Educational Needs Coordinators (SENCOs) assume a leading role in coordinating the formulation, implementation and review of SEN support measures in schools to enhance the effectiveness of integrated education for the benefit of all students with SEN. Leading the student support team, SENCOs' duties encompass the school system, teacher support, working with parents and student support areas. Specifically, the work of SENCOs includes promoting early identification and early intervention, devising teaching adaptations and special examination and assessment arrangements for students with SEN, enhancing home-school co-operation, consultation and professional development for teachers, etc. By leading, planning and implementing various initiatives in catering for students' diverse needs, all students with SEN in the participating schools benefit from the pilot project. Thus, providing a breakdown of students with SEN in schools participated in the pilot project by their SEN types and by the tier of support they are receiving is not meaningful and can be misleading.

(d) and (e)

EDB has commissioned an experienced overseas consultant to evaluate the effectiveness of the pilot project and gain more understanding about the implementation of the pilot project in schools at different levels as well as making feasible recommendations on the way forward. EDB will consider the way forward for the provision of SENCOs in the public sector mainstream primary and secondary schools with reference to the recommendations of the overseas consultant. Kindergarten children with special needs may apply for Social Welfare Department's pre-school rehabilitation services, including Early Education and Training Centre, Special Child Care Centre and Integrated Programme in Kindergarten-cum-Child Care Centre, and benefit from the pilot scheme on On-site Pre-school Rehabilitation Services. EDB will devise a teacher professional development framework to enhance kindergarten teachers' understanding of the children's learning, social and behavioural needs and to empower them to identify and cater for learner diversities, including children at risk of developmental delay. We do not have plan to extend the pilot project to kindergartens.

**Number of Students with Special Educational Needs (SEN) Studying in
Public Sector Mainstream Primary and Secondary Schools by SEN Types
from the 2012/13 to 2016/17 School Years**

School Year	School Level	Specific Learning Difficulties	Intellectual Disability	Autism Spectrum Disorders	Attention Deficit/ Hyperactivity Disorder	Physical Disability	Visual Impairment	Hearing Impairment	Speech & Language Impairment
2012/13	Primary	8 390	760	2 840	2 450	130	30	270	1 940
	Secondary	9 050	930	1 310	2 330	250	100	420	190
2013/14	Primary	8 190	750	3 310	2 850	120	30	260	1 880
	Secondary	9 890	930	1 660	3 010	240	100	400	210
2014/15	Primary	8 090	740	3 800	3 270	110	30	270	1 890
	Secondary	10 520	910	1 990	3 640	220	90	380	240
2015/16	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
2016/17	Primary	8 860	670	5 020	4 350	110	30	300	2 520
	Secondary	11 260	910	2 800	5 090	190	80	350	350

Note: Figures as at September of the respective school years.

Number of Public Sector Mainstream Primary and Secondary Schools with the Provision of the Learning Support Grant, Intensive Remedial Teaching Programme, and Mixed Mode from the 2012/13 to 2016/17 School Years

School Year	Learning Support Grant		Intensive Remedial Teaching Programme		Mixed Mode	
	Primary	Secondary	Primary	Secondary	Primary	Secondary
2012/13	202	379	154	N/A	99	N/A
2013/14	202	382	152	N/A	99	N/A
2014/15	202	383	148	N/A	102	N/A
2015/16	211	382	144	N/A	99	N/A
2016/17	212	382	140	N/A	102	N/A

Note:

1. EDB introduced the New Funding Mode (NFM) to public sector mainstream primary schools in the 2003/04 school year. Under the NFM, EDB provides primary schools with the Learning Support Grant (LSG) so that they may pool together and deploy their resources flexibly to support students with SEN. The LSG is also provided to public sector mainstream secondary schools starting from the 2008/09 school year.
2. “N/A” denotes “not applicable”.

**Distribution of Public Sector Mainstream Primary and Secondary Schools Eligible for
the Learning Support Grant
by Range of Number of Students with Special Educational Needs (SEN)
Requiring Tier-2 Support from the 2012/13 to 2016/17 School Years**

Range of Students with SEN Requiring Tier-2 Support	No. of Schools									
	2012/13		2013/14		2014/15		2015/16		2016/17	
	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary
0	0	32	1	17	1	7	0	2	1	2
1-10	23	115	18	107	15	92	15	81	11	57
11-20	35	57	35	65	28	72	26	72	26	77
21-30	50	38	53	33	47	41	35	49	26	56
31-40	73	30	62	38	56	27	55	27	47	27
41-50	55	34	66	22	68	31	63	22	62	26
51-60	41	28	44	27	52	31	51	25	62	19
61-70	18	12	16	29	23	17	33	21	37	25
71-80	4	9	3	11	10	21	19	25	22	25
81-90	1	13	3	11	3	16	7	17	9	15
91-100	1	5	0	10	1	8	4	13	8	18
More than 100	0	6	0	12	0	20	2	28	3	35

**Distribution of Public Sector Mainstream Primary and Secondary Schools Eligible for
the Learning Support Grant
by Range of Number of Students with Special Educational Needs (SEN)
Requiring Tier-3 Support from the 2012/13 to 2016/17 School Years**

Range of Students with SEN Requiring Tier-3 Support	No. of Schools									
	2012/13		2013/14		2014/15		2015/16		2016/17	
	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary
0	38	106	39	90	41	90	42	77	39	72
1-5	243	263	243	281	243	284	253	294	259	295
6-10	13	5	16	7	14	5	10	6	11	8
11-15	4	2	0	2	2	1	1	3	1	4
16-20	0	0	0	0	0	0	1	0	2	1
More than 20	3	3	3	2	4	3	3	2	2	2

**Expenditure on Additional Support and Services Provided for
Students with Special Educational Needs in Public Sector Mainstream Schools
from the 2012/13 to 2016/17 School Years
(on top of the regular subvention)**

School Year	Expenditure (\$ million)
2012/13	1,009
2013/14	1,075
2014/15	1,222
2015/16	1,310
2016/17 (Revised Estimate)	1,417

- End -

CONTROLLING OFFICER'S REPLY**EDB121****(Question Serial No. 0314)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not SpecifiedProgramme: (3) Primary Education, (4) Secondary EducationControlling Officer: Permanent Secretary for Education (Mrs Marion LAI)Director of Bureau: Secretary for EducationQuestion:

With regard to the provision of additional resources for implementing integrated education in mainstream schools, please provide the following information in the past 5 years (from the 2012/13 to 2016/17 school years):

(a) the number of primary and secondary schools receiving the Learning Support Grant (LSG) by using the table below:

Provision for LSG (\$)	Primary Schools					Secondary Schools				
	12/13 school year	13/14 school year	14/15 school year	15/16 school year	16/17 school year	12/13 school year	13/14 school year	14/15 school year	15/16 school year	16/17 school year
0-110,000										
110,001-200,000										
200,001-400,000										
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 with LSG clawed back in the 2015/16 and 2016/17 school years by using the table below:

2015/16						
Claw-back percentage (%)	Under 5%	5 - 10%	11 - 20%	21 - 30%	Over 30%	Total
Primary schools						
Secondary schools						

2016/17						
Claw-back percentage (%)	Under 5%	5 - 10%	11 - 20%	21 - 30%	Over 30%	Total
Primary schools						
Secondary schools						

- (c) the number of primary and secondary schools using the School-based Educational Psychology Service;
- (d) the total annual provision for the Enhanced Speech Therapy Grant, and the number of primary and secondary schools receiving the basic grant and top-up grant;
- (e) the number of primary and secondary schools joining the Intensive Remedial Teaching Programme in Primary Schools and the Integrated Education Programme, the number of students benefiting from the programmes, the number of additional teachers, teaching assistants and learning support assistants hired, and the average unit cost per place;
- (f) the number of secondary schools provided with additional teachers to support low academic achievers, and the number of additional teachers hired;
- (g) a breakdown, by district, of the number of primary and secondary schools provided with the Intensive Support Grant for hardcore cases of students with special educational needs, and the total annual provision; and
- (h) the total provision for the Top-up Fund, and the number of primary and secondary schools benefiting from the provision.

Asked by: Hon IP Kin-yuen (Member Question No. 47)

Reply:

(a) to (h)

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 number of mainstream public sector primary and secondary schools eligible for LSG by the required range of provision from the 2012/13 to 2016/17 school years is set out at Appendix 1.

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. As the amount of LSG to be clawed back from aided and caput schools for the 2015/16 school year will be confirmed only after the schools' submission of audited accounts by end of February 2017 and verification by EDB, we are unable to provide the amount for the 2015/16 school year and beyond.

The requested statistics on School-based Educational Psychology Service, ESTG, IRTP, IE Programme and additional teachers for supporting low academic achievers from the 2012/13 to 2016/17 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 2012/13 to 2016/17 school years

Provision of Learning Support Grant (\$)	Number of primary schools					Number of secondary schools				
	2012/13	2013/14	2014/15	2015/16	2016/17	2012/13	2013/14	2014/15	2015/16	2016/17
0 – 110,000	6	4	2	2	2	78	58	43	30	27
110,001 – 200,000	15	8	4	3	0	68	68	23	19	12
200,001 – 400,000	112	115	105	102	103	91	93	97	91	90
400,001 – 600,000	54	49	23	25	25	63	58	60	64	65
600,001 – 800,000	73	58	41	31	29	42	56	46	42	41
800,001 – 1,000,000	41	48	42	38	30	37	26	38	35	28
1,000,001 or above	Not Applicable	19	87	109	125	Not Applicable	23	76	101	119

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 are 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 2012/13 to 2016/17 school years

	2012/13	2013/14	2014/15	2015/16	2016/17
Primary schools	271	297	341	401	454
Secondary schools	259	282	308	333	391

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 2012/13 to 2016/17 school years

	2012/13	2013/14	2014/15	2015/16	2016/17
Number of schools	452	452	452	451	454
Total provision (\$ million)	48.1	51.5	54.4	57.4	59.8

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 2012/13 to 2016/17 school years

	2012/13	2013/14	2014/15	2015/16	2016/17
Number of primary schools	253	251	250	243	242
Number of additional teachers	410	403	398	388	383

B. Number of schools, additional teachers and learning support assistants of the Integrated Education (IE) Programme from the 2012/13 to 2016/17 school years

	2012/13	2013/14	2014/15	2015/16	2016/17
Number of primary schools	27	27	27	25	25
Number of additional teachers in primary schools	23	23	23	21	21
Number of learning support assistants in primary schools	21	21	23	21	20
Number of secondary schools	15	11	9	8	8
Number of additional teachers in secondary schools	14	10	9	8	8
Number of learning support assistants in secondary schools	11	10	9	8	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 2012/13 to 2016/17 school years

	2012/13	2013/14	2014/15	2015/16	2016/17
Number of schools provided with additional teachers to support low academic achievers	258	252	256	257	262
Number of additional teachers provided	620	592	577	564	555

- End -

CONTROLLING OFFICER'S REPLY

EDB122

(Question Serial No. 0315)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education, (3) Primary Education, (4) Secondary Education

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

Director of Bureau: Secretary for Education

Question:

(1) Please set out the items under the insurance the Education Bureau obtained for primary and secondary schools and the expenditure involved as well as the respective numbers of schools, teachers and students covered, claim applications and successful claims from the 2012/13 to 2016/17 school years.

(2) Of the above claim applications and successful claims, please set out the cases involving professional liability and deaths respectively.

(3) As free kindergarten education will be implemented in the coming school year, is there any provision reserved for early childhood education institutions to obtain necessary insurance? If yes, what are the details? If no, what are the reasons?

Asked by: Hon IP Kin-yuen (Member Question No. 48)

Reply:

(1) & (2)

The Education Bureau (EDB) has taken out the Block Insurance Policy (BIP), which comprises three parts, namely the public liability insurance, the employees' compensation insurance and the group personal accident insurance, for aided primary and secondary schools. Professional liability insurance is not under the coverage of BIP. All staff in aided primary and secondary schools, both teaching and non-teaching, whose salaries are subvented by EDB, as well as students, are insured under the BIP. Each period of insurance covers two school years and the expenditures on the insurance premium for the BIP for the 2011/12 to 2012/13, 2013/14 to 2014/15 and 2015/16 to 2016/17 school years are \$101.7 million, \$145.2 million and \$146.1 million respectively. To protect the interests of the claimants, schools are required to report all accidents, irrespective of whether they are liable, to the BIP insurer. Hence, the number of reported cases should not be taken as the number of claims. We do not have the statistics on the number of claims. From the 2012/13 to 2016/17 school years, the total number of reported cases and indemnified cases for all types of insurance under the BIP are 10 100 and 4 600 respectively. Among them, there are 9 cases involving deaths.

(3) Under the free quality kindergarten (KG) education policy, EDB will provide direct subsidy for KGs joining the Free Quality KG Education Scheme. Funding will be provided basically on a per student basis in the form of a basic unit subsidy. The basic unit subsidy covers teaching staff salary, supporting staff salary and other operating costs. Insurance premium is one of the expenditure items chargeable to the "other operating costs" portion of the basic unit subsidy.

- End -

CONTROLLING OFFICER'S REPLY**EDB123****(Question Serial No. 0390)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (8) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

Please provide the following information of each of the past 5 school years and the coming year (estimated expenditure) by school district and age of school premises (under 10 years, 11-20 years, 21-30 years, 31-40 years, 41-50 years, 51-60 years and over 60 years):

- (a) expenditure/provision for carrying out urgent repair and annual maintenance works in primary and secondary schools in each school year;
- (b) expenditure/provision for carrying out alteration works in primary and secondary schools;
- (c) expenditure for slope inspection and maintenance;
- (d) schools in each district that are not yet provided with such fixed and standard teaching facilities as library, computer room, gymnasium, medical room, music room, basketball court and lift under the existing policy; what concrete plans the Administration has to help schools cover such inadequacies in teaching facilities and what will be the funding involved;
- (e) with the implementation of 5 phases of School Improvement Programme on the recommendation of Education Commission Report No. 5, the number of schools, scope of works and funding involved in each year and each phase; the number of schools that have never been included in these 5 phases of School Improvement Programme; the name of these schools and the age of their school premises;
- (f) whether any assessment has been conducted to estimate the number of schools and amount of funding that will be involved if a new stage of School Improvement Programme is to be rolled out for schools in Hong Kong; if yes, the details and timetable; if no, the reasons;
- (g) with the suspension of School Improvement Programme in 2006, the name of schools in each district that have since received funding for redevelopment, expansion and reprovisioning in each school year; the age of their original school premises and the area such premises occupied; the area that the school premises occupy after redevelopment, expansion and reprovisioning; the respective cost of works involved;
- (h) the redevelopment, expansion and reprovisioning projects confirmed and the cost of works involved for the coming school year and beyond;
- (i) the cost sharing principle for furniture between the Education Bureau and school operators under the existing policy for redevelopment; the school furniture expenses absorbed by the Education Bureau between the 2013/14 and 2016/17 school years and the name of schools involved;
- (j) the name of schools in each district that have not yet installed lifts since the enforcement of the Disability Discrimination Ordinance and the reasons for not installing; the name of schools that will have lifts installed and the funding for such installation works;
- (k) according to the existing policy and planning standards, the number of parking spaces that different types of schools are entitled to and the calculation criteria; the maximum, average and minimum number of parking spaces among schools;
- (l) in the form of a list, the name of schools that have been selected for building and window inspection in each school year since the implementation of the Mandatory Building and Window Inspection Schemes in 2012; the age of the school premises involved; the district in which these schools are situated; the cost of works for each of these schools; the funding earmarked for carrying out such projects in the next school year; and the number of schools that will be involved.

Asked by: Hon IP Kin-yuen (Member Question No. 44)

Reply:

(a) & (b) The Education Bureau (EDB) provides recurrent funding to aided schools and schools under the Direct Subsidy Scheme (DSS) for school maintenance/repair works. EDB also invites application for capital subventions to carry out major school maintenance/repair works including alterations under the annual major repairs (MR) exercise (Note 1) and emergency repairs (ER) mechanism. The actual expenditure in 2012-13 to 2015-16 and the estimated expenditure for 2016-17 and 2017-18 are as follows:

Note 1: The annual MR exercise is applicable to aided schools as well as DSS schools (for items costing more than \$2 million).

Financial Year	MR	ER	Total
	Expenditure (\$ million)		
2012-13	700.2	139.4	839.6
2013-14	708.2	140.6	848.8
2014-15	804.7	136.3	941.0
2015-16	788.8	182.7	971.5
2016-17 (estimated)	874.3	212.5	1,086.8
2017-18 (estimated)	(Note 1)	(Note 2)	1,185.8

Note 1: 2017-18 MR applications are being processed. No breakdown on estimated expenditure can be provided for the time being.

Note 2: Schools may submit ER applications throughout 2017-18. No breakdown on the estimated expenditure can be provided for the time being.

(c) Insofar as maintenance of slopes under the responsibility of a school is concerned, aided schools may apply for capital subventions from EDB to appoint consultants/contractors to carry out engineer inspection for maintenance and subsequent repair works, while DSS schools may apply for capital subventions to carry out repair works costing over \$2 million. For aided and DSS schools who have received Dangerous Hillside Orders from the Buildings Department, they may also apply for capital subventions from EDB to carry out the investigation and necessary repair works required. The actual amount of subsidies provided to schools for the conduct of inspections and works related to slope maintenance from 2012-13 to 2015-16 and the estimated expenditure in 2016-17 are set out below:

Financial Year	Expenditure (\$ million)
2012-13	3.0
2013-14	4.1
2014-15	3.3
2015-16	6.1
2016-17 (estimated)	8.9

The estimated funding required in 2017-18 for the purpose would depend on the number of applications and the scope of works to be submitted by schools on a need basis.

(d), (e) & (f) Over the years, EDB has implemented various measures to enhance school facilities. Among these measures, the School Improvement Programme (SIP) was implemented between 1994 to 2006 in five phases, under which about 700 ordinary public-sector primary and secondary schools built according to the planning standards when the schools were constructed have their school facilities enhanced. Phases One to Three focused on upgrading the schools' facilities for teaching, learning and administrative needs. Phase Four and the Final Phase aimed to upgrade the school facilities to the prevailing standards where technically feasible. Apart from SIP, EDB has also put in place other measures to enhance school facilities

and improve teaching and learning environment. Examples include addition or conversion of classrooms and special rooms, installation of barrier-free facilities, repair and replacement of facilities, etc. Based on EDB's information, a majority of public sector schools have already been equipped with major facilities, such as assembly halls, libraries, computer rooms or language rooms, ball courts or covered playgrounds. Meanwhile, under school-based management, schools may initiate changes to the intended use of some school facilities to meet students' needs and suit the overall school development. If no structural change of the building is entailed, such alterations made could be handled by the schools themselves without having to apply through or report to EDB. We are therefore not able to provide a breakdown of the relevant school facilities.

(g) & (h) In the past five financial years, there were a total of 17 approved capital works projects for the purposes of reprovisioning, redevelopment or extension of public sector primary and secondary schools, involving a total estimated project costs of about \$4,200 million. Details of these 17 projects are set out as follows:

No.	District	Project	Purpose	Age of the Original School Premises (year)	Site Area of the Original School Premises (m ²)
1	Central and Western	Redevelopment of a secondary school	Redevelopment	>30	>3 000
2	Central and Western	Extension to a primary school	Extension	>30	<3 000
3	Hong Kong East	Two new 24-classroom primary schools	Reprovisioning	>30	<3 000
4	Islands	Extension to a primary school	Extension	>30	>3 000
5	Kowloon City	Redevelopment of a secondary school	Redevelopment	>30	>3 000
6	Kowloon City	A new 30-classroom primary school	Reprovisioning	>30	<3 000
7	Kowloon City	A new 30-classroom primary school	Reprovisioning	>30	<3 000
8	Kowloon City	A new 30-classroom secondary school	Reprovisioning	>30	<3 000
9	Kwun Tong	A new 30-classroom primary school	Reprovisioning	>30	<3 000
10	North	A new 36-classroom primary school	Reprovisioning	>30	<3 000
11	North	Extension to a primary school	Extension	>30	>3 000
12	North	Extension to a primary school	Extension	>30	>3 000
13	North	Extension to a primary school	Extension	>30	>3 000

No.	District	Project	Purpose	Age of the Original School Premises (year)	Site Area of the Original School Premises (m ²)
14	Shatin	Extension to a secondary school	Extension	>30	>3 000
15	Wan Chai	Redevelopment of a primary school	Redevelopment	>30	>3 000
16	Yuen Long	Extension to a primary school	Extension	>30	>3 000
17	Yuen Long	Extension to a primary school	Extension	>30	3 000

In the 2016-17 legislative session, EDB has planned to seek funding approval from the Finance Committee of the Legislative Council for a school building project for reprovisioning purpose in Sham Shui Po.

(i) For redevelopment projects, EDB will provide the schools concerned with subsidy for the purchase of furniture and equipment (F&E) items in the new school premises to meet the required standard. The maximum amount of subsidy may be adjusted by deducting the total amount of serviceable F&E items in the existing schools. From the 2013/14 to the 2016/17 school years, the total amount of F&E subsidy granted for a completed redevelopment project was about \$5.2 million.

(j) In line with the Government's policy on improving access and facilities for persons with disabilities, schools may apply for provision of lifts through the annual MR mechanism. In view of the complexity and the cost of works involved, EDB would only be able to entertain a small number of requests each year and priority will be given to justifiable cases. In the process, consideration will be given to schools' needs (e.g. the number of students with special needs), funding available and technical feasibility, etc. Unsuccessful but justifiable cases will be re-considered together with other newly received requests in the subsequent funding allocation exercises. In other words, schools are not required to submit fresh applications again in the subsequent MR exercises. Once approval has been given for the lift installation, Term Consultants (TC) entrusted by EDB will liaise with schools concerned for projects delivering details, including the preparation of documents for seeking approvals from relevant authorities and the schedule of handing over work site for works commencement, etc. Progress of the installation will vary according to factors such as scale and complexity of work, land status of the school premises and other factors that may affect the progress of seeking approvals from relevant authorities. In the past five financial years, a total of 31 aided schools have been approved for lift installation with a total estimated project cost at around \$291 million.

(k) According to the Hong Kong Planning Standards and Guidelines, the parking and loading/unloading requirements standards for ordinary primary and secondary schools are as follows:

School type	Parking Requirements Standards	Loading/unloading Requirements Standards
Primary Schools	1 car parking space for every 4 to 6 classrooms	<ul style="list-style-type: none"> - 1 lay-by for taxis and private cars for every: <ul style="list-style-type: none"> (i) 2 to 3 classrooms in primary schools; (ii) 3 to 5 classrooms in secondary schools. - For school buses, there should be a minimum of 3 lay-bys within the school boundary for primary schools and up to 3 lay-bys for secondary schools.#
Secondary Schools	1 car parking space for every 3 to 4 classrooms	

(Note: # For all schools within public housing estates, the requirement for bus lay-bys should be examined on an individual basis taking account of the catchment area and the expected traffic conditions on roads within the estate.)

(l) Under the Mandatory Building Inspection Scheme (MBIS) and the Mandatory Window Inspection Scheme (MWIS), schools may be selected for issuance of statutory notices (SN) by the Buildings Department (BD) or by the Independent Checking Unit of Transport and Housing Bureau (ICU) (for schools locating in housing estates and managed by the Housing Department). EDB does not have information on the number of SN served on schools.

When being served with SN, schools have the responsibility to arrange for inspection and repair works (if required) according to the requirements set out by BD or ICU under MBIS and MWIS. Under the current mechanism, aided schools, when being served with SN, may apply for the MBIS/MWIS Subsidy to appoint registered professionals to carry out inspection and repair works (if required according to the inspection report). Since the provision of this subsidy in February 2014, we have approved a total of 90 applications (as at February 2017) at a total project estimate of \$19.4 million. Schools under DSS may apply for capital subventions to carry out the repair works vide their annual MR applications if the estimated cost exceeds \$2 million. The provision of subsidy is granted to schools on a reimbursement basis. The amount to be expended in 2017-18 for these projects would depend on the number and work scope of the applications to be submitted by schools on a need basis.

- End -

CONTROLLING OFFICER'S REPLY

EDB124

(Question Serial No. 0485)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (5) 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 2012/13 to 2016/17 in the tables below;

(A) Aided and government secondary schools

Amount of reserve	2012/13 school year		2013/14 school year		2014/15 school year		2015/16 school year		2016/17 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	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		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		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		9 to less than 12 months	
	12 months or more		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	2012/13 school year		2013/14 school year		2014/15 school year		2015/16 school year		2016/17 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	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		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		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		9 to less than 12 months	
	12 months or more		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	2012/13 school year		2013/14 school year		2014/15 school year		2015/16 school year		2016/17 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	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		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		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		9 to less than 12 months	
	12 months or more		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) 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 in the five school years from 2012/13 to 2016/17.

Asked by: Hon IP Kin-yuen (Member Question No. 115)

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 2012/13, 2013/14 and 2014/15 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 2015/16 and 2016/17 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 2012-13 to 2016-17, together with the highest, lowest, average and median amount of unspent grants from 2012-13 to 2014-15 are provided at the attached Annex 2. Information on the unspent amount of grants for 2015-16 and 2016-17 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 2012/13 to 2014/15**

(A) Aided and government secondary schools (excluding special schools) (Notes 1 to 2)

Amount of Reserve	2012/13 school year		2013/14 school year		2014/15 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	31	Less than 6 months	38	Less than 6 months	46
	6 to less than 9 months	1	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	19	Less than 6 months	17	Less than 6 months	23
	6 to less than 9 months	4	6 to less than 9 months	9	6 to less than 9 months	11
	9 to less than 12 months	0	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
\$1 million to below \$1.5 million	Less than 6 months	30	Less than 6 months	30	Less than 6 months	26
	6 to less than 9 months	5	6 to less than 9 months	3	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	4
	12 months or more	4	12 months or more	2	12 months or more	1
\$1.5 million to below \$2 million	Less than 6 months	31	Less than 6 months	36	Less than 6 months	29
	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	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

Amount of Reserve	2012/13 school year		2013/14 school year		2014/15 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	41	Less than 6 months	32	Less than 6 months	30
	6 to less than 9 months	3	6 to less than 9 months	1	6 to less than 9 months	1
	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
\$2.5 million to below \$3 million	Less than 6 months	25	Less than 6 months	20	Less than 6 months	28
	6 to less than 9 months	6	6 to less than 9 months	3	6 to less than 9 months	3
	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	1
\$3 million to below \$3.5 million	Less than 6 months	10	Less than 6 months	14	Less than 6 months	19
	6 to less than 9 months	35	6 to less than 9 months	26	6 to less than 9 months	18
	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	2	12 months or more	0
\$3.5 million to below \$4 million	Less than 6 months	1	Less than 6 months	0	Less than 6 months	2
	6 to less than 9 months	32	6 to less than 9 months	36	6 to less than 9 months	33
	9 to less than 12 months	1	9 to less than 12 months	1	9 to less than 12 months	2
	12 months or more	2	12 months or more	0	12 months or more	0
\$4 million or above	Less than 6 months	1	Less than 6 months	0	Less than 6 months	1
	6 to less than 9 months	45	6 to less than 9 months	58	6 to less than 9 months	59
	9 to less than 12 months	52	9 to less than 12 months	52	9 to less than 12 months	49
	12 months or more	5	12 months or more	3	12 months or more	3
Total		394		394		393

(B) Aided and government primary schools (excluding special schools) (Notes 1 to 2)

Amount of Reserve	2012/13 school year		2013/14 school year		2014/15 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	74	Less than 6 months	50	Less than 6 months	37
	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	98	Less than 6 months	111	Less than 6 months	84
	6 to less than 9 months	6	6 to less than 9 months	1	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	84	Less than 6 months	89	Less than 6 months	94
	6 to less than 9 months	22	6 to less than 9 months	21	6 to less than 9 months	18
	9 to less than 12 months	8	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	55	Less than 6 months	62	Less than 6 months	60
	6 to less than 9 months	33	6 to less than 9 months	28	6 to less than 9 months	20
	9 to less than 12 months	3	9 to less than 12 months	4	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	9	Less than 6 months	16	Less than 6 months	37
	6 to less than 9 months	27	6 to less than 9 months	31	6 to less than 9 months	33
	9 to less than 12 months	6	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	2012/13 school year		2013/14 school year		2014/15 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	1	Less than 6 months	3
	6 to less than 9 months	9	6 to less than 9 months	14	6 to less than 9 months	30
	9 to less than 12 months	2	9 to less than 12 months	1	9 to less than 12 months	2
	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	4	6 to less than 9 months	12	6 to less than 9 months	12
	9 to less than 12 months	5	9 to less than 12 months	4	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	4	6 to less than 9 months	0	6 to less than 9 months	5
	9 to less than 12 months	0	9 to less than 12 months	1	9 to less than 12 months	4
	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	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	1	9 to less than 12 months	2
	12 months or more	0	12 months or more	0	12 months or more	0
Total		450		449		448

(C) Aided special schools (Note 1)

Amount of Reserve	2012/13 school year		2013/14 school year		2014/15 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	1	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	4	Less than 6 months	5	Less than 6 months	5
	6 to less than 9 months	1	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
\$1 million to below \$1.5 million	Less than 6 months	8	Less than 6 months	8	Less than 6 months	8
	6 to less than 9 months	4	6 to less than 9 months	2	6 to less than 9 months	4
	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	0	12 months or more	0
\$1.5 million to below \$2 million	Less than 6 months	3	Less than 6 months	3	Less than 6 months	4
	6 to less than 9 months	6	6 to less than 9 months	9	6 to less than 9 months	7
	9 to less than 12 months	5	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
\$2 million to below \$2.5 million	Less than 6 months	2	Less than 6 months	2	Less than 6 months	3
	6 to less than 9 months	5	6 to less than 9 months	7	6 to less than 9 months	5
	9 to less than 12 months	3	9 to less than 12 months	6	9 to less than 12 months	5
	12 months or more	1	12 months or more	0	12 months or more	0

Amount of Reserve	2012/13 school year		2013/14 school year		2014/15 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	4	Less than 6 months	2	Less than 6 months	1
	6 to less than 9 months	5	6 to less than 9 months	3	6 to less than 9 months	5
	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
\$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	2	6 to less than 9 months	2
	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	1
\$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	1	6 to less than 9 months	2	6 to less than 9 months	1
	9 to less than 12 months	0	9 to less than 12 months	2	9 to less than 12 months	0
	12 months or more	0	12 months or more	0	12 months or more	0
\$4 million or above	Less than 6 months	1	Less than 6 months	0	Less than 6 months	1
	6 to less than 9 months	1	6 to less than 9 months	1	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	2
	12 months or more	1	12 months or more	0	12 months or more	0
Total		60		60		60

Notes

- Information for 2015/16 and 2016/17 school years are not yet available as the aided schools have yet to submit their annual audited accounts.
- Information for government schools is provided on a financial year basis.

**Information on government grants to
aided and government schools for the years from 2012-13 to 2016-17**

(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		
	2012-13	2013-14	2014-15	2015-16	2016-17 (Note 5)	2012-13	2013-14	2014-15
Career and Life Planning Grant								
- Highest	-	-	517.6	541.6	566.9	-	-	422.7
- Lowest	-	-	301.9	531.6	225.7	-	-	0
- Average	-	-	501.0	540.8	551.0	-	-	70.9
- Median	-	-	517.6	541.6	566.9	-	-	69.6
Diversity Learning Grant - Applied Learning								
- Highest	604.5	767.1	575.6	629.4	825.7	76.6	286.4	71.5
- Lowest	3.6	4.6	5.1	6.3	6.1	0	0	0
- Average	151.4	156.3	153.7	145.8	170.3	1.2	2.6	0.8
- Median	127.2	123.2	132.7	129.9	133.3	0	0	0
Diversity Learning Grant - Other Programmes								
- Highest	126.0	147.0	147.0	147.0	147.0	210.0	186.8	168.0
- Lowest	11.7	14.0	2.9	21.0	14.0	0	0	0
- Average	86.1	86.6	83.8	81.8	82.0	57.1	56.4	53.6
- Median	98.0	98.0	91.0	91.0	84.0	55.5	54.8	56.0
Enhanced Senior Secondary Curriculum Support Grant / Senior Secondary Curriculum Support Grant								
- Highest	1,016.5	889.8	1,074.8	1,124.7	1,177.2	1,827.5	858.5	863.7
- Lowest	16.9	108.1	20.6	25.9	27.1	0	0	0
- Average	689.4	639.2	645.8	646.5	451.1	410.2	330.3	312.7
- Median	713.5	697.4	724.7	709.2	504.5	400.4	304.9	299.3

Government Grant (Note 1)	Amount disbursed (Note 2) \$'000					Amount unspent (Notes 2 to 4) \$'000		
	2012-13	2013-14	2014-15	2015-16	2016-17 (Note 5)	2012-13	2013-14	2014-15
Extra Recurrent Grant under ITE4								
- Highest	-	-	-	103.1	103.1	-	-	-
- Lowest	-	-	-	48.5	48.5	-	-	-
- Average	-	-	-	75.8	66.7	-	-	-
- Median	-	-	-	84.9	66.7	-	-	-
Extra Senior Secondary Curriculum Support Grant								
- Highest	250.0	250.0	250.0	250.0	250.0	750.0	1,000.0	1,250.0
- Lowest	187.5	62.5	62.5	62.5	62.5	0	0	0
- Average	241.5	240.5	236.7	220.2	69.0	328.2	426.0	509.9
- Median	250.0	250.0	250.0	250.0	62.5	395.8	476.0	489.0
Grants for Teaching and Non-teaching Staff								
- Highest	4,697.9	5,025.3	5,369.7	7,362.2	5,926.3	7,524.7	8,381.7	9,616.8
- Lowest	3.3	1.1	1.9	2.0	32.6	0	0	0
- Average	989.3	1,088.0	1,164.9	1,317.3	1,571.0	907.4	939.0	1,056.1
- Median	256.2	497.9	552.9	619.9	1,048.1	384.7	378.0	426.6
Learning Support Grant								
- Highest	1,000.0	1,500.0	1,500.0	1,559.5	1,514.5	691.8	1,040.0	1,218.6
- Lowest	7.0	7.0	8.0	9.4	9.6	0	0	0
- Average	367.8	421.3	587.8	665.5	491.4	87.9	89.8	130.7
- Median	290.0	330.0	468.0	522.7	384.3	57.7	56.4	83.1
Liberal Studies Curriculum Support Grant								
- Highest	160.0	-	-	-	-	208.4	0	0
- Lowest	71.8	-	-	-	-	0	0	0
- Average	119.0	-	-	-	-	7.9	0	0
- Median	160.0	-	-	-	-	0	0	0

Government Grant (Note 1)	Amount disbursed (Note 2) \$'000					Amount unspent (Notes 2 to 4) \$'000		
	2012-13	2013-14	2014-15	2015-16	2016-17 (Note 5)	2012-13	2013-14	2014-15
Moral and National Education Support Grant								
Highest	530.0	-	-	-	-	530.0	530.0	530.0
- Highest	530.0	-	-	-	-	33.4	0	0
- Lowest	530.0	-	-	-	-	517.1	445.1	395.7
- Average	530.0	-	-	-	-	530.0	527.7	473.5
- Median								
OEBG / EOEBG / ESCBG								
- Highest	10,357.9	11,339.4	11,057.6	11,439.3	11,692.5	7,707.3	7,129.5	6,736.1
- Lowest	786.0	757.4	313.0	719.5	1,269.4	0	0	0
- Average	6,148.4	6,266.4	6,401.0	6,505.8	6,552.2	2,825.2	2,847.9	2,788.1
- Median	6,600.0	6,734.1	6,870.3	6,965.0	6,949.8	2,804.8	2,920.8	2,844.9
One-off Cash Grant for Schools to Set Up Incorporated Management Committees (IMCs)								
- Highest	350.0	-	-	-	-	350.0	0	0
- Lowest	350.0	-	-	-	-	0	0	0
- Average	350.0	-	-	-	-	2.2	0	0
- Median	350.0	-	-	-	-	0	0	0
One-off Grant for Procurement of e-Learning Resources								
- Highest	58.9	-	-	-	-	52.6	0	0
- Lowest	17.7	-	-	-	-	0	0	0
- Average	32.4	-	-	-	-	1.4	0	0
- Median	24.3	-	-	-	-	0	0	0
One-off Grant under ITE4								
- Highest	-	-	-	147.5	121.5	-	-	147.5
- Lowest	-	-	-	69.4	69.4	-	-	0
- Average	-	-	-	108.7	96.4	-	-	104.6
- Median	-	-	-	121.5	95.4	-	-	121.5

Government Grant (Note 1)	Amount disbursed (Note 2) \$'000					Amount unspent (Notes 2 to 4) \$'000		
	2012-13	2013-14	2014-15	2015-16	2016-17 (Note 5)	2012-13	2013-14	2014-15
One-off Information Technology Grant for e-Learning in Schools								
- Highest	-	-	-	-	362.6	-	-	-
- Lowest	-	-	-	-	145.1	-	-	-
- Average	-	-	-	-	199.1	-	-	-
- Median	-	-	-	-	199.5	-	-	-
Salaries Grants								
- Highest	60,858.8	62,428.6	66,370.7	70,055.5	66,884.8	-	-	-
- Lowest	3,372.8	6,890.3	7,915.4	2,381.1	6,335.4	-	-	-
- Average	38,442.7	39,441.0	41,270.3	42,694.3	40,775.8	-	-	-
- Median	39,675.8	40,676.1	42,499.4	44,009.4	41,753.5	-	-	-
School-based After-school Learning and Support Programmes								
- Highest	276.4	256.0	349.8	373.8	352.8	314.2	337.0	342.4
- Lowest	11.6	10.4	7.2	9.6	12.0	0	0	0
- Average	127.3	116.8	141.1	147.0	138.3	83.7	70.7	70.3
- Median	130.0	119.8	131.0	132.0	124.0	82.8	65.8	59.5
Strengthening School Administration Management Grant								
- Highest	-	-	-	250.0	-	-	-	-
- Lowest	-	-	-	250.0	-	-	-	-
- Average	-	-	-	250.0	-	-	-	-
- Median	-	-	-	250.0	-	-	-	-
The Hong Kong Jockey Club Life-wide Learning Fund								
- Highest	-	-	-	98.4	310.3	-	-	-
- Lowest	-	-	-	11.5	5.8	-	-	-
- Average	-	-	-	54.7	127.7	-	-	-
- Median	-	-	-	52.7	121.2	-	-	-

(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		
	2012-13	2013-14	2014-15	2015-16	2016-17 (Note 5)	2012-13	2013-14	2014-15
Extra Recurrent Grant under ITE4								
- Highest	-	-	-	103.1	103.1	-	-	-
- Lowest	-	-	-	48.5	48.5	-	-	-
- Average	-	-	-	67.9	69.3	-	-	-
- Median	-	-	-	66.7	66.7	-	-	-
Free Lunch at Schools								
- Highest	-	-	1,353.2	1,405.6	1,426.3	-	-	0
- Lowest	-	-	18.6	12.4	22.3	-	-	0
- Average	-	-	430.1	457.2	460.2	-	-	0
- Median	-	-	397.0	435.5	431.6	-	-	0
Grants for Teaching and Non-teaching staff								
- Highest	2,651.8	2,783.7	2,936.6	3,378.3	3,302.9	1,550.4	1,950.3	2,628.7
- Lowest	1.8	2.9	5.1	3.2	11.5	0	0	0
- Average	198.6	254.4	359.9	504.9	682.2	110.3	150.4	215.8
- Median	95.6	108.0	124.4	138.5	153.9	65.0	97.2	143.1
Learning Support Grant								
- Highest	1,047.0	1,370.0	1,590.0	1,652.1	1,751.5	557.1	781.3	1,051.2
- Lowest	30.0	7.0	9.1	28.1	28.8	0	0	0
- Average	526.9	564.8	727.3	788.4	603.3	96.1	112.3	140.0
- Median	480.0	520.0	695.5	721.6	562.0	79.8	87.5	105.0
Moral and National Education Support Grant								
- Highest	530.0	-	-	-	-	530.0	530.0	530.0
- Lowest	530.0	-	-	-	-	0	0	0
- Average	530.0	-	-	-	-	482.2	401.1	333.5
- Median	530.0	-	-	-	-	530.0	476.2	388.3

Government Grant (Note 1)	Amount disbursed (Note 2) \$'000					Amount unspent (Notes 2 to 4) \$'000		
	2012-13	2013-14	2014-15	2015-16	2016-17 (Note 5)	2012-13	2013-14	2014-15
OEBG / EOEBG / ESCBG								
- Highest	5,451.0	5,944.9	6,384.1	6,830.1	7,115.3	3,779.5	4,290.5	4,301.6
- Lowest	289.6	384.2	132.0	764.4	1,450.9	0	0	0
- Average	3,270.2	3,514.9	3,874.1	4,095.2	4,285.9	1,274.9	1,361.6	1,565.0
- Median	3,390.4	3,675.3	4,032.0	4,352.6	4,556.2	1,246.6	1,249.0	1,450.9
One-off Cash Grant for Schools to Set Up Incorporated Management Committees (IMC)								
- Highest	350.0	-	-	-	-	350.0	0	0
- Lowest	175.0	-	-	-	-	0	0	0
- Average	348.9	-	-	-	-	2.1	0	0
- Median	350.0	-	-	-	-	0	0	0
One-off Grant for Procurement of e-Learning Resources								
- Highest	58.9	-	-	-	-	58.9	0	0
- Lowest	10.0	-	-	-	-	0	0	0
- Average	25.0	-	-	-	-	1.5	0	0
- Median	23.4	-	-	-	-	0	0	0
One-off Grant to Primary Schools for the Promotion of STEM Education								
- Highest	-	-	-	100.0	-	-	-	-
- Lowest	-	-	-	100.0	-	-	-	-
- Average	-	-	-	100.0	-	-	-	-
- Median	-	-	-	100.0	-	-	-	-
One-off Grant under ITE4								
- Highest	-	-	-	147.5	147.5	-	-	147.5
- Lowest	-	-	-	69.4	69.4	-	-	0
- Average	-	-	-	97.2	99.6	-	-	96.9
- Median	-	-	-	95.4	95.4	-	-	95.4

Government Grant (Note 1)	Amount disbursed (Note 2) \$'000					Amount unspent (Notes 2 to 4) \$'000		
	2012-13	2013-14	2014-15	2015-16	2016-17 (Note 5)	2012-13	2013-14	2014-15
One-off Information Technology Grant for e-Learning in Schools								
- Highest	-	-	-	-	308.3	-	-	-
- Lowest	-	-	-	-	145.1	-	-	-
- Average	-	-	-	-	208.2	-	-	-
- Median	-	-	-	-	199.5	-	-	-
Salaries Grants								
- Highest	36,274.2	38,205.4	40,730.5	42,786.6	41,442.2	-	-	-
- Lowest	1,372.4	2,166.2	7,200.7	1,874.6	5,088.4	-	-	-
- Average	20,285.5	21,448.8	23,049.3	24,400.3	23,907.2	-	-	-
- Median	22,456.8	23,567.3	24,950.9	26,318.6	25,475.9	-	-	-
School-based After-school Learning and Support Programmes								
- Highest	233.2	223.2	400.8	421.8	435.0	243.4	260.1	306.7
- Lowest	4.0	4.0	6.0	6.4	7.8	0	0	0
- Average	88.4	90.5	128.2	141.6	142.7	44.4	45.6	54.9
- Median	79.6	85.4	114.5	128.0	128.0	32.7	33.0	37.2
Strengthening School Administration Management Grant								
- Highest	-	-	-	250.0	-	-	-	-
- Lowest	-	-	-	250.0	-	-	-	-
- Average	-	-	-	250.0	-	-	-	-
- Median	-	-	-	250.0	-	-	-	-
The Hong Kong Jockey Club Life-wide Learning Fund								
- Highest	-	-	-	90.8	205.1	-	-	-
- Lowest	-	-	-	1.4	2.5	-	-	-
- Average	-	-	-	32.6	68.6	-	-	-
- Median	-	-	-	27.4	62.8	-	-	-

(C) Aided special schools

Government Grant (Note 1)	Amount disbursed (Note 2) \$'000					Amount unspent (Notes 2 to 4) \$'000		
	2012-13	2013-14	2014-15	2015-16	2016-17 (Note 5)	2012-13	2013-14	2014-15
Career and Life Planning Grant								
- Highest	-	-	517.6	541.6	566.9	-	-	326.7
- Lowest	-	-	517.6	541.6	566.9	-	-	0
- Average	-	-	517.6	541.6	566.9	-	-	83.6
- Median	-	-	517.6	541.6	566.9	-	-	85.4
Diversity Learning Grant - Applied Learning								
- Highest	155.7	254.3	215.9	214.4	318.6	19.1	6.8	0
- Lowest	3.3	6.0	6.8	6.3	6.5	0	0	0
- Average	56.8	75.0	81.6	80.7	91.8	1.0	0.2	0
- Median	44.0	63.2	75.2	65.6	62.9	0	0	0
Enhanced Senior Secondary Curriculum Support Grant / Senior Secondary Curriculum Support Grant								
- Highest	397.8	444.9	569.4	428.5	518.0	703.9	329.7	406.7
- Lowest	95.1	74.2	102.4	81.2	40.6	0	0	0
- Average	235.1	195.3	211.1	217.1	221.7	147.5	79.7	117.1
- Median	219.4	185.4	204.7	214.2	224.2	105.4	62.7	114.1
Extra Recurrent Grant under ITE4								
- Highest	-	-	-	84.9	103.1	-	-	-
- Lowest	-	-	-	48.5	48.5	-	-	-
- Average	-	-	-	51.3	52.8	-	-	-
- Median	-	-	-	48.5	48.5	-	-	-

Government Grant (Note 1)	Amount disbursed (Note 2) \$'000					Amount unspent (Notes 2 to 4) \$'000		
	2012-13	2013-14	2014-15	2015-16	2016-17 (Note 5)	2012-13	2013-14	2014-15
Free Lunch at Schools								
- Highest	-	-	146.5	141.9	189.2	-	-	0
- Lowest	-	-	1.9	2.6	3.2	-	-	0
- Average	-	-	45.4	47.3	47.8	-	-	0
- Median	-	-	32.9	41.4	43.4	-	-	0
Grants for Teaching and Non-teaching Staff								
- Highest	3,394.9	4,003.9	4,612.2	4,949.9	3,856.1	3,234.4	4,076.2	4,686.7
- Lowest	11.8	45.2	57.8	59.3	47.4	0	0	0
- Average	1,039.3	1,198.4	1,426.0	1,416.4	1,328.8	570.4	701.2	845.3
- Median	755.3	717.9	845.8	970.6	1,125.8	284.1	386.6	470.4
Liberal Studies Curriculum Support Grant								
- Highest	160.0	-	-	-	-	102.9	0	0
- Lowest	71.8	-	-	-	-	0	0	0
- Average	105.6	-	-	-	-	6.2	0	0
- Median	71.8	-	-	-	-	0	0	0
Moral and National Education Support Grant								
- Highest	530.0	-	-	-	-	530.0	530.0	530.0
- Lowest	530.0	-	-	-	-	59.1	0	0
- Average	530.0	-	-	-	-	498.0	404.2	349.6
- Median	530.0	-	-	-	-	530.0	499.3	428.4
OEBG / EOEBG / ESCBG								
- Highest	10,257.0	10,600.8	11,278.0	11,788.5	11,987.8	4,467.1	5,981.0	6,991.8
- Lowest	1,472.1	1,544.6	1,728.7	1,884.0	1,911.3	200.0	0	262.6
- Average	3,690.5	3,896.9	4,199.7	4,402.9	4,508.6	1,975.1	2,090.4	2,275.9
- Median	3,340.1	3,534.5	3,850.2	4,174.4	4,250.3	1,883.8	2,004.1	2,070.7

Government Grant (Note 1)	Amount disbursed (Note 2) \$'000					Amount unspent (Notes 2 to 4) \$'000		
	2012-13	2013-14	2014-15	2015-16	2016-17 (Note 5)	2012-13	2013-14	2014-15
One-off Cash Grant for Schools to Set Up Incorporated Management Committees (IMCs)								
- Highest	350.0	-	-	-	-	297.9	0	0
- Lowest	350.0	-	-	-	-	0	0	0
- Average	350.0	-	-	-	-	7.2	0	0
- Median	350.0	-	-	-	-	0	0	0
One-off Grant for Procurement of e-Learning Resources								
- Highest	-	-	-	-	-	45.5	0	0
- Lowest	-	-	-	-	-	0	0	0
- Average	-	-	-	-	-	2.6	0	0
- Median	-	-	-	-	-	0	0	0
One-off Grant to Primary Schools for the Promotion of STEM Education								
- Highest	-	-	-	100.0	-	-	-	-
- Lowest	-	-	-	100.0	-	-	-	-
- Average	-	-	-	100.0	-	-	-	-
- Median	-	-	-	100.0	-	-	-	-
One-off Grant under ITE4								
- Highest	-	-	-	121.5	147.5	-	-	121.5
- Lowest	-	-	-	69.4	69.4	-	-	53.9
- Average	-	-	-	73.4	79.5	-	-	74.1
- Median	-	-	-	69.4	69.4	-	-	69.4
One-off Information Technology Grant for e-Learning in Schools								
- Highest	-	-	-	-	308.3	-	-	-
- Lowest	-	-	-	-	145.1	-	-	-
- Average	-	-	-	-	156.4	-	-	-
- Median	-	-	-	-	145.1	-	-	-

Government Grant (Note 1)	Amount disbursed (Note 2) \$'000					Amount unspent (Notes 2 to 4) \$'000		
	2012-13	2013-14	2014-15	2015-16	2016-17 (Note 5)	2012-13	2013-14	2014-15
Salaries Grants								
- Highest	67,876.9	71,216.1	75,876.0	81,958.2	77,473.3	-	-	-
- Lowest	5,774.6	6,044.2	6,366.1	7,890.1	8,338.4	-	-	-
- Average	22,574.0	23,722.2	25,470.8	27,396.1	26,522.2	-	-	-
- Median	21,314.9	22,220.7	24,374.3	26,089.6	25,463.7	-	-	-
School-based After-school Learning and Support Programmes								
- Highest	66.8	62.4	114.0	130.2	120.6	46.3	48.4	89.4
- Lowest	3.6	5.2	5.6	5.2	4.0	0	0	0
- Average	24.3	24.5	31.5	38.4	41.4	13.8	12.3	14.5
- Median	20.4	20.4	24.0	30.0	30.0	10.8	7.8	7.9
Strengthening School Administration Management Grant								
- Highest	-	-	-	250.0	-	-	-	-
- Lowest	-	-	-	250.0	-	-	-	-
- Average	-	-	-	250.0	-	-	-	-
- Median	-	-	-	250.0	-	-	-	-
The Hong Kong Jockey Club Life-wide Learning Fund								
- Highest	-	-	-	-	71.7	-	-	-
- Lowest	-	-	-	-	3.0	-	-	-
- Average	-	-	-	-	25.3	-	-	-
- Median	-	-	-	-	19.2	-	-	-

Notes

- 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 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 2015-16 and 2016-17 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 2016-17 is the position up to 28.2.2017.

- End -

CONTROLLING OFFICER'S REPLY

EDB125

(Question Serial No. 3190)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

- (1) In respect of each school year from 2012/13 to 2015/16, what were Education Bureau (EDB)'s expenditures on the maintenance and replacement costs as well as the provisions for electricity charges of schools' air-conditioning systems?
- (2) Whether the EDB has assessed the respective expenditures, of each of the school year, on the maintenance, procurement, replacement and electricity charges of the air-conditioning systems of public sector schools across the territory; if yes, what are the details; if no, what is the reason for that?
- (3) Will the EDB consider including air-conditioning systems as standard facilities? If yes, what are the implementation timetables and expenditures to be involved? If no, what is the reason for that?
- (4) Under the prevailing policy, the EDB will provide Noise Abatement Grant and install air-conditioning systems for schools exposed to fixed noise source. For schools facing changes in the surrounding area, will the EDB provide a re-assessment mechanism to allow these affected schools to re-apply for the Noise Abatement Grant? If it will, what are the eligibility criteria and application procedures? How many schools have received re-assessment? What are the results and have they received any grants? If it won't, what is the reason for that? Will the EDB consider setting up a re-assessment mechanism so that schools affected by noise can also receive reasonable support?

Asked by: Hon IP Kin-yuen (Member Question No. 49)

Reply:

(1) & (2) Air-conditioning systems are not considered as standard teaching facilities under the prevailing policy. The Government will normally install insulated windows and air-conditioning systems for classrooms and special rooms exposed to traffic noise or fixed noise source as noise mitigation measures in accordance with the noise standards stipulated in the Hong Kong Planning Standards and Guidelines. Some special rooms, such as computer-assisted learning rooms, language rooms and libraries, are fitted with air-conditioning systems because of the equipment or devices contained therein and the functions of such rooms require so. Schools may, on a need basis, submit applications for maintenance or replacement of air-conditioning systems installed under the abovementioned policies through the established mechanism of major repairs and emergency repairs. Since the expenses incurred have already been included in the overall project cost and the total expenditure on maintenance, we do not have breakdown figures in this regard.

As mentioned above, we will install air-conditioning systems for some of the special rooms in schools due to the equipment or devices therein and the functions of the special rooms, etc. Schools may deploy the "Expanded Operating Expenses Block Grant" to pay for the electricity fees incurred by the relevant air-conditioning systems, fees relating to routine maintenance arranged by the schools themselves, etc. The

Education Bureau (EDB) will also provide "Noise Abatement Grant" (NAG) to schools with air-conditioning systems installed as noise mitigation measures. NAG is calculated based on the number of affected classrooms and special rooms, and is for paying for the recurrent expenses incurred by the relevant air-conditioning systems, including electricity fees, fees relating to routine maintenance arranged by the schools themselves, etc. In the 2016/17 school year, the annual amount of NAG for aided secondary and whole-day primary schools is \$8,993 per classroom and \$22,810 per special room. The amount of grants will be adjusted according to each year's Composite Consumer Price Index.

(3) Under the above arrangements, air-conditioning systems are provided to schools and facilities most in need. Providing air-conditioning systems in all classrooms and special rooms of all public sector schools across the board will unavoidably involve huge amount of public resources, including fees for purchasing and installing the systems, as well as the long-term recurrent expenses relating to maintenance and electricity charges. When reviewing the priority of use of public resources, we need to consider the relevant implications with caution. We will continue to review the existing policy from time to time, and where resources permit, assist schools in upgrading their facilities to provide a better learning environment for students.

(4) The then Education Department launched the Noise Abatement Programme (NAP) in 1986 to provide air-conditioning and other noise abatement measures for classrooms and special rooms exposed to excessive traffic noise level at 65dB(A) or above. NAP, comprised of four stages and covered over 500 existing public sector schools, was completed in 2007. As for new schools, under the prevailing practice, consultant will conduct assessment on environmental issues including traffic noise impact at the design stage of a new school building programme. The traffic noise impact assessment results would determine the required noise abatement measures (NAMs), if any. For rooms exceeding the acceptable noise level, NAMs, such as provision of solid boundary fence wall, air-conditioning system and suitable window types, etc. will be provided. Possible noise impacts arising from new roads will be dealt with under the related environment protection legislation or planning mechanism while noise sources controlled under the Noise Control Ordinance will be dealt with through enforcement of the Ordinance.

- End -

CONTROLLING OFFICER'S REPLY**EDB126****(Question Serial No. 3191)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

(a) Please set out the number of application, the number of registration approved, the number of exemption from registration approved, the number of application for non-local accreditation, the number of non-local courses that have been locally accredited, and the number of cancellation of registration regarding non-local institutions and non-local courses each year by academic year from 2012/13 to 2016/17.

(b) What were the number of investigation visits the Non-local Courses Registry conduct and the number of times the annual return were transferred to Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ) every year? How many non-compliant cases or cases where inconsistency with information stated in the annual return were found? What were the details and the penalty involved?

Asked by: Hon IP Kin-yuen (Member Question No. 50)

Reply:

(a) The numbers of applications for registration/exemption from registration, applications approved under the Non-local Higher and Professional Education (Regulation) Ordinance (Cap. 493) (the Ordinance), non-local courses which have applied for local accreditation and applications approved, and courses having registration/exemption cancelled from 2012/13 to 2016/17 academic years are set out below:

	Academic Year									
	2012/13		2013/14		2014/15		2015/16		2016/17 ^{Note1}	
	For Registration	For Exemption	For Registration	For Exemption	For Registration	For Exemption	For Registration	For Exemption	For Registration	For Exemption
New Application Received	45	90	44	52	62	40	52	23	32	10
Application approved ^{Note2}	63	92	41	46	49	43	47	32	24	7
	Registered Course	Exempted Course	Registered Course	Exempted Course	Registered Course	Exempted Course	Registered Course	Exempted Course	Registered Course	Exempted Course
Applied for Local Accreditation	19	10	15	23	13	10	29	12	10	0
Locally Accredited	19	10	14 ^{Note3}	23	13	10	29	12	6 ^{Note4}	0
Course Cancelled ^{Note5}	53	60	36	17	65	38	53	58	30	43

Note 1: Information up to 28 February 2017.

Note 2: The number of approved applications may include applications submitted in the previous academic year.

Note 3: An accreditation status was not granted to a programme that did not fulfill the pre-conditions.

Note 4: Four of the programmes were approved with pre-conditions. Given the pre-conditions have not yet been fulfilled, these four programmes have not yet been granted an accreditation status.

Note 5: The request for cancellation of all the courses was initiated by the operators or non-local institutions, except one case which was initiated by EDB in 2016/17 when the non-local institution no longer met the registration criterion of being a recognised institution.

Under the Ordinance, the Non-local Courses Registry (the Registry) only registers non-local courses, but not operators or non-local institutions, hence there are neither figures on registration/de-registration of operators nor non-local institutions under the Ordinance.

(b) Except for cases pending cancellation, all annual returns received by the Non-local Course Registry in respect of the registered courses would be forwarded to the Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ) for assessment. The number of annual returns received from 2012/13 to 2016/17 academic years is set out below:

	Academic Year				
	2012/13	2013/14	2014/15	2015/16	2016/17 ^{Note 1}
Number of Annual Returns received	374	380	397	385	199

Note 1: Information up to 28 February 2017.

One inspection was conducted in 2015/16 academic year under section 24 of the Ordinance. With a view to enhancing monitoring of the operation of non-local courses, the Education Bureau is planning to conduct regular inspection. Preparatory work including training for staff and the drawing up of an inspection manual is underway. The plan is to conduct regular inspection starting from the third quarter of 2017.

Upon receipt of the annual returns, the Registry would conduct preliminary checking before forwarding them to HKCAAVQ for assessment. From time to time, the Registry will ask for clarification regarding the information provided in the annual returns. There have been no cases of serious problem found in the annual returns, except that one suspected case has been referred to the Police for investigation and the result of which is still pending. As one of the measures to enhance monitoring and facilitate investigation if needed, operators would be requested to adopt the revised annual return form to provide more information to the Registry for Annual Returns with reporting period ending on or after 1 June 2017. The revised annual return form has been promulgated on the website of the Registry on 10 March 2017 so that the operators could get prepared for the new requirement.

- End -

CONTROLLING OFFICER'S REPLY**EDB127****(Question Serial No. 3258)**

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

What are the average number of teaching periods and teaching time for teachers in government, aided and Direct Subsidy Scheme primary and secondary schools from the 2014/15 to 2016/17 school years? Please use the table below to provide information, with a breakdown by type of school.

No. of days in each cycle	Average no. of teaching periods per cycle per teacher	Average teaching time per cycle per teacher (minute)
5		
6		
7		
8		
9		
10		

Asked by: Hon IP Kin-yuen (Member Question No. 51)

Reply:

The average number of teaching periods for teachers in government, aided and Direct Subsidy Scheme primary and secondary schools per cycle for the school years from 2014/15 to 2016/17 is tabulated below.

Average number of teaching periods per cycle per teacher*

	2014/15	2015/16	2016/17 (Estimate)
Government secondary school teachers	24	24	24
Government primary school teachers	26	26	26
Aided secondary school teachers	25	25	25
Aided primary school teachers	26	26	26
Direct Subsidy Scheme secondary school teachers	23	23	23
Direct Subsidy Scheme primary school teachers	23	22	22

* 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. EDB does not have the breakdown of average number of teaching periods per cycle per teacher by type of school and average teaching time per cycle per teacher by number of days in each cycle.

- End -

CONTROLLING OFFICER'S REPLY**EDB128****(Question Serial No. 1097)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

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

Director of Bureau: Secretary for Education

Question:

Concerning the measures mentioned in paragraph 8 under “Matters Requiring Special Attention in 2017-18”, would the Education Bureau advise this Committee of the following:

- (1) The specific measures and estimated expenditures of three items mentioned, i.e. “enhancements in quality assurance framework”, “governance and monitoring” and “improving accommodation and facilities”.
- (2) The estimated number of needy families subsidised by the Kindergarten and Child Care Centre Fee Remission Scheme and the estimated expenditure involved.
- (3) The specific measures of conducting Quality Review for kindergartens joining the Free Quality Kindergarten Education Scheme and the estimated expenditure involved.

Asked by: Hon IP LAU Suk-ye, Regina (Member Question No. 4)

Reply:

(1)
The existing Quality Assurance Framework for kindergartens (KGs) comprises School Self-evaluation (SSE) and Quality Review (QR). Under the Free Quality Kindergarten Education Scheme (Scheme) to be implemented starting from the 2017/18 school year, the Education Bureau (EDB) will enhance the existing Quality Assurance Framework to further ensure the quality of KG education. We will refine the Performance Indicators (PIs) which form the basis of SSE and QR to tie in with the Scheme. While EDB will continue to organise training activities to familiarise KGs with the Quality Assurance Framework and good practices of learning and teaching, we will involve an external independent member in the QR team as an external observer to enhance transparency. Besides, EDB will continue to make the QR reports available on the websites for public information. In addition to QR, EDB will conduct more frequent Focus Inspection (FI), which is another form of quality assurance measure in fostering KGs' continuous improvement in learning and teaching and in addressing areas of concerns. If deemed necessary, EDB will provide professional support to the KGs whose performance is not satisfactory. Besides, to further promote the sustainable development of KGs, EDB will identify good practices during QR and FI for dissemination. We will provide external independent members for QR with honoraria, and the relevant expenditure is estimated to be about \$0.2 million in 2017-18. All other assessment related tasks involved in the QR and FI are conducted by EDB officers and the relevant expenditure is subsumed in the overall expenditure of EDB. A breakdown of such expenditure is therefore not available.

In tandem, KGs participating in the Scheme (Scheme-KGs) will be required 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

Scheme-KG should have a Management Committee comprising representatives from different KG stakeholders such as school sponsoring body (SSB), the principal, and other stakeholders as appropriate.

Besides, EDB will step up monitoring. For instance, a more stringent mechanism is put in place in monitoring KGs in conducting trading operation. Specifically, KGs participating in the Scheme-KGs are required to include explicitly in their notices/circular letters the following statement: “Parents, please note that acquisition of any school items or services is entirely voluntary and parents can select individual items or services required according to their own needs.” Relevant check boxes should also be provided for respective school items so that parents can “tick” as appropriate. In line with the current practice, all profit generated from trading operation must be ploughed back into KGs for use in school operation and provision of KG education services. Furthermore, to enhance transparency and help parents get a better understanding about the school items sold and paid services provided by the schools, Scheme-KGs are required to disclose the relevant information (including the fees charged and the list of items and services in the preceding school year) to parents on their school website. The “Profile of Kindergartens and Kindergarten-cum-Child Care Centres” published by EDB will list out the common items and services and other relevant information for parents’ easy reference. All the monitoring work is performed by EDB officers and the relevant expenditure is subsumed in the overall expenditure of EDB. A breakdown of expenditure for monitoring of KG is therefore not available.

On enhancing the physical accommodation and facilities of KGs, to provide a more conducive environment for children’s learning and development, we consider that the indoor floor area for each student might be increased by 20%, and the enhancement requirements would apply to new Government-owned KG premises such as those in public housing estates if feasible. EDB will, in consultation with relevant bureaux and departments, review the requirements of KG premises in the Operation Manual for Pre-primary Institutions to consider whether to revise the recommended schedule of accommodation by increasing the indoor floor area for each student by 20% having regard to its practicability and the financial implications. Besides, starting from the 2017/18 school year, Scheme-KGs may better maintain their school premises and facilities by deploying the maintenance grant (Note 1) and/or relevant portion of the basic unit subsidy (Note 2) as appropriate. The estimated expenditure on the maintenance grant in 2017-18 is \$15 million. For the deployment of the basic unit subsidy, as it is a school-based matter and there may be wide variation among different KGs, we are unable to estimate the expenditure on internal renovation.

Notes:

1. Scheme-KGs operating in self-owned school premises or premises owned by their SSBs with the KGs paying no rent or nominal rent will be eligible for a premises maintenance grant to alleviate the financial burden arising from major repair. For KGs operating in leased premises, no subsidy is considered necessary as major repair should be the responsibility of the owner rather than the KG tenants.
2. For internal renovation that does not fall under the owners’ responsibility, Scheme-KGs may charge the expenditure to the basic unit subsidy for the provision of half-day service and the additional subsidy for whole-day and long whole-day services which have incorporated such expenditure as part of the operating cost in calculating the subsidy rates.

(2)

The estimated number of applications and funds disbursed under the Kindergarten and Child Care Centre Fee Remission Scheme for the 2017/18 school year are 33 963 and \$366 million respectively.

(3)

To conduct QR, review teams from EDB will take the KGs’ areas of concern as the starting point and make reference to the recommendations made in the previous QR. The PIs are used as the basis to make professional judgment on the overall school performance. During the QR visit, the review teams will conduct lesson observations; study children’s work; interview principals, teachers, parents and children; and review school documents so as to examine how the KGs achieve sustainable development through the self-evaluation process. The review teams will provide oral feedback to the principals and teachers of the KGs at the end of the QR visit. We will provide external independent members for QR with honoraria, and the relevant expenditure is estimated to be about \$0.2 million in 2017-18. All other assessment related tasks involved in the QRs are conducted by EDB officers and the relevant expenditure is subsumed in the overall expenditure of EDB. A breakdown of such expenditure is therefore not available.

- End -

CONTROLLING OFFICER'S REPLY**EDB129****(Question Serial No. 1461)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

Regarding the measures mentioned in paragraph 47, please advise this Committee of:

- (1) a list of government, subvented and Direct Subsidy Scheme schools in Hong Kong having formed sister schools with their counterparts in the Mainland and the expenditure involved in the 2016/17 financial year, and the specific measures of and estimated expenditure on further promoting professional exchange between sister schools in the two places in the 2017/18 financial year;
- (2) actual figures of the supply and demand of international school places at pre-primary, primary and secondary levels in the 2016/17 financial year, and the estimated figures of international school places at pre-primary, primary and secondary levels in the 2017/18 financial year; and
- (3) the specific progress of the implementation of the Fourth Strategy on Information Technology in Education.

Asked by: Hon IP LAU Suk-ye, Regina (Member Question No. 6)

Reply:

(1) The estimated expenditure for the Pilot Scheme on Promoting Interflows between Sister Schools in Hong Kong and the Mainland (the "Pilot Scheme"), which includes the provision of a fixed grant and commissioning professional support services to schools in 2016-17, is about \$49 million and the estimated expenditure in 2017-18 is about \$149 million. To further strengthen professional interflows among schools of the two places, we will continue to provide participating schools with financial and professional support, including a fixed grant of \$120,000 per school per annum, organising exchange activities and sharing sessions, offering advice on exchange activities, collecting and disseminating good practices, etc. under the Pilot Scheme. Since the implementation of the Pilot Scheme, the number of sister schools has increased by about 230 and the total number of Hong Kong schools that have sister school(s) in the Mainland is over 570. It is a prevailing practice that we do not disclose the name of each participating school in the Pilot Scheme to avoid possible labelling and unnecessary pressure on individual schools.

(2) According to the findings of the student enrolment survey for the 2016/17 school year, as at September 2016, there were 51 international schools in Hong Kong (excluding the special school under the English Schools Foundation), offering some 22 900 primary school places and about 19 300 secondary school places^{Notes(1)(2)}. A total of some 21 100 primary school students and 16 700 secondary school students have enrolled in these schools. Based on the latest information provided by these schools, a total of some 23 800 primary school places and 19 600 secondary school places are expected to be provided in the 2017/18 school year^{Notes(1)(2)}. As for the demand side, according to the findings of the consultancy study on the provision of international school places in primary and secondary levels in Hong Kong released in

February 2017, based on the position of the 2015/16 school year, the projected demand in the 2017/18 school year for international primary school places will be around 23 500 and that for the secondary level will be around 17 800 ^{Note(1)}.

(3) The Fourth Strategy on Information Technology in Education has been fully implemented since its launch in the 2015/16 school year. We have made good progress in all measures. We have established WiFi campus for about 80% of some 1 000 public sector schools in Hong Kong while most of the remaining schools are scheduled to complete the relevant works by the end of this year. Other measures such as setting up of Centre of Excellence schools for sharing good practices in e-learning, reviewing of school curriculum, building up professional leadership and capacity of school heads and teachers, enhancing the supply of e-learning resources have also been successfully rolled out.

Notes:

(1) Figures on primary schools include those of reception classes operated by the same school sponsoring bodies within the same premises as the primary schools concerned.

(2) 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.

- End -

CONTROLLING OFFICER'S REPLY**EDB130****(Question Serial No. 1462)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education (4) Secondary Education

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

Director of Bureau: Secretary for Education

Question:

Regarding the measures mentioned in paragraphs 15 and 22, would the Bureau please advise this Committee of:

- (1) the expenditures or estimated expenditures of the School-based Educational Psychology Service provided by the Bureau to schools in 2016-17 and 2017-18 financial years, and the number of students benefited;
- (2) the expenditures or estimated expenditures of the Bureau to support schools in implementing the "Chinese Language Curriculum Second Language Learning Framework" in 2016-17 and 2017-18 financial years, and the number of ethnic minority students benefited; and
- (3) the additional expenditures incurred by the new measure of covering students with mental illness under the Learning Support Grant for public sector primary schools, and the number of students expected to be benefited?

Asked by: Hon IP LAU Suk-ye, Regina (Member Question No. 5)

Reply:

(1)

From the 2016/17 school year, all public sector primary and secondary schools are provided with the School-based Educational Psychology Service (SBEPS). The revised estimate in the provision of SBEPS for public sector schools in the 2016/17 school year is \$146 million. The estimated expenditure in the 2017/18 school year is \$153 million.

The 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 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 number of students benefiting from the service does not reflect comprehensively the actual service provided under SBEPS and can be misleading.

(2)

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 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”) 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 2016/17 school year, there are about 18 200 NCS students (9 200 at primary level and 9 000 at secondary level). Enrolment information for the 2017/18 school year is not yet available. The estimated expenditure for the related support measures for the 2016/17 and 2017/18 school years is tabulated at Annex.

(3)

Starting from the 2017/18 school year, the Learning Support Grant (LSG) that EDB provides for public sector mainstream primary and secondary schools will cover students with mental illness (MI) so that schools can have additional resources to support students with such needs. Based on the data provided by the Hospital Authority on the patients aged 17 or below with related MI, it is estimated that about 2 000 students will be benefited from the additional resources. The estimated expenditure of LSG for students with MI in 2017-18 financial year is about \$30 million.

**Educational support measures for non-Chinese speaking (NCS) students
in primary and secondary schools in the 2016/17 to 2017/18 school years**

Support measures	Estimated expenditure in the 2016/17 school year \$ million	Estimated expenditure in the 2017/18 school year \$ million
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.	244.9 Note	259.5 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	3.9	4.1
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	2.8
Student grant for Applied Learning Chinese (for NCS students) starting from the 2014/15 school year	6.8	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>	2.58	3.07
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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 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**EDB131****(Question Serial No. 3297)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Special Education

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

Director of Bureau: Secretary for Education

Question:

As a party to the United Nations Convention on the Rights of the Child, Hong Kong is obliged to protect children's rights in accordance with the Convention. Child health issues include mental health problems, substance abuse and chronic diseases. As children are our society's most valuable asset, early investment in their healthy development will be highly beneficial to the society.

In this connection, would the Government please inform this Committee whether it will allocate manpower and funding dedicated to training more suitable professionals such as speech therapists to identify children with special education needs at an early stage and provide support for them as well as their parents and teachers; if so, of the details; if not, the reasons for that?

Asked by: Hon IP LAU Suk-ye, Regina (Member Question No. 21)

Reply:

The Government has established effective systems for early identification and assessment for children with developmental disorders with a view to providing them with appropriate support. For children from birth to 5 years of age, the Maternal and Child Health Centres (MCHCs) of the Department of Health (DH) provides a range of health promotion and disease prevention services through an integrated child health and development programme which include immunisation services, growth and developmental surveillance, and health education for parents. Children suspected to have developmental problem will be referred to the Child Assessment Service (CAS) for further assessment. CAS provides comprehensive assessments, diagnosis, formulates rehabilitation plan, provides interim child and family support, public health education activities, as well as reviews evaluation to children under 12 years of age who are suspected to have developmental problems. After assessment, follow-up plans will be formulated according to the individual needs of children. Children will be referred to other appropriate service providers identified for training and education support. While children await rehabilitation services, CAS will provide interim support to their parents, such as seminars, workshops and practical training etc., with a view to enhancing the parents' understanding of their children and community resources so that the parents could provide home-based training to facilitate the development and growth of the children.

The DH, Hospital Authority (HA), Social Welfare Department (SWD) and Education Bureau (EDB) also jointly implement the Comprehensive Child Development Service (CCDS), which aims to identify and meet the varied health and social needs of children and those of their families (including pre-school children with developmental delay) and provide the needed service to them early. Through inter-sectoral collaboration among MCHCs of DH, Obstetrics Clinics under HA, Integrated Family Service Centres / Integrated Services Centres of SWD and subvented Non-governmental Organisations (NGOs), pre-primary institutions and other service units, children and families in need are referred to appropriate service units for appropriate health and / or social service support. Pre-primary institution teachers can also refer children in need to the MCHC of the district for assessment and appropriate treatment. Under CCDS, a referral and reply system has been developed and implemented in all pre-primary institutions since 2008. In addition, a

“Pre-primary Children Development and Behaviour Management - Teacher Resource Kit” was prepared by the DH in collaboration with the SWD and EDB to enable kindergarten teachers to have a better understanding about the CCDS operation and referral system, and enhance their knowledge in common pre-school developmental and behavioural problems to facilitate early identification and referral of children in need for assessment and treatment.

Through giving subventions to NGOs, the Government provides subvented pre-school rehabilitation services for children with special needs from birth to six years old, including Early Education and Training Centres, Special Child Care Centres (SCCCs) and Integrated Programme in Kindergarten-cum-Child Care Centres. As at the end of December 2016, there are a total of 6 903 subvented pre-school rehabilitation service places. Recognizing the importance of early intervention for children in need of rehabilitation services, the SWD was granted an allocation from the Lotteries Fund for implementing a two-year Pilot Scheme on On-site Pre-school Rehabilitation Services (Pilot Scheme) in phases since November 2015 to provide on-site rehabilitation services for children with special needs studying in ordinary kindergartens (KGs) and kindergarten-cum-child care centres (KG-cum-CCCs). 16 NGOs with experiences in implementing subvented pre-school rehabilitation services coordinate inter-disciplinary teams to provide over 2 900 rehabilitation training places for children with special needs studying in over 480 KGs and KG-cum-CCCs. Apart from providing services for children with special needs, the inter-disciplinary teams also provide teachers / child care workers and parents with professional support. The Government has earmarked an annual recurrent expenditure of \$460 million to convert the scheme into a regular government subsidy programme after its conclusion. The programme will provide 7 000 places in phases with the ultimate aim of reducing the waiting time.

At the same time, children waitlisted for subvented preschool rehabilitation services can apply for a means-tested “Training Subsidy for Children on the Waiting List of Subvented Pre-school Rehabilitation Services” (Training Subsidy Programme) of the SWD to acquire self-financing preschool rehabilitation services provided by NGOs, and about 1 500 children benefit from the Training Subsidy Programme every year. To support children with special needs and their parents, the Government will waive the service fees of SCCCs and provide a non-means-tested training subsidy for children on the waiting list of these centres. The estimated expenditure for the above new initiatives will be around \$118 million and is under the ambit of the SWD.

The SWD and the welfare sector as well as the academic sector have maintained close collaboration so as to increase the manpower of allied health professionals. The Hong Kong Polytechnic University has launched a two-year entry level Master in Physiotherapy programme and a two-year entry level Master in Occupational Therapy programme respectively since January 2012. To encourage graduates of these two programmes to join the welfare sector, the SWD has implemented a Training Sponsorship Scheme to provide funding support for non-governmental organisations to offer full tuition fee sponsorship to students whom they recruited. Students obtaining the sponsorship have to work for the non-governmental organisations concerned for not less than 2 years after graduation. The 59 students of the first cohort and 56 students of the second cohort graduated in January 2014 and January 2016 respectively, and have joined the job market. The Hong Kong Polytechnic University has implemented the third cohort of the Master in Physiotherapy programme and Master in Occupational Therapy programme in January 2017. A total of 68 students have joined the third round of the Training Sponsorship Scheme of SWD. The sponsored students will have to work for the concerned non-governmental organisations for not less than 3 years after graduation.

Regarding the training of speech therapists (STs), the University of Hong Kong offers a University Grants Committee funded degree programme, the Bachelor of Science in Speech and Hearing Sciences. The number of student intake each year for the past three school years was 48. The supply of STs is stable and is adequate to cater for the demand in the market. The Government will continue to monitor the supply and demand of STs.

To further strengthen kindergarten teachers’ understanding of the pre-primary children’s learning, social and behavioural needs as well as knowledge and skills to identify and support children with developmental needs, EDB will devise a structured professional development framework pitched at basic and advanced levels for serving teachers. Subsidy for supply teachers will be offered to kindergartens as appropriate.

- End -

CONTROLLING OFFICER'S REPLY

EDB132

(Question Serial No. 1470)

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

Regarding the estimated expenditure of pre-primary education, would the Government advise this Committee of the following:

1. whether the Administration has set aside additional resources to provide subsidy for the pre-primary education of ethnic minority students in 2017-18; if yes, the purpose and amount;
2. whether the Administration has set up any learning needs fund for the application of ethnic minority families to help ethnic minority students meet their learning expenses; if yes, the estimated funding; if no, the reasons;
3. whether the Administration has considered injecting resources to strengthen the education of ethnic minority parents so that these parents are able to help their ethnic minority children grasp basic language knowledge; if yes, the approach; if no, the reasons?

Asked by: Hon KWOK Wai-keung (Member Question No. 9)

Reply:

(1)

With the implementation of the Free Quality Kindergarten Education Scheme (Scheme) starting from the 2017/18 school year, to enable kindergartens (KGs) participating in the Scheme (Scheme-KGs) to enhance the support to their non-Chinese speaking (NCS) students, a grant comparable to the salary of one teacher will be provided for Scheme-KGs admitting eight or more NCS students. With the additional resources, Scheme-KGs could provide teachers with more manpower support and professional training to develop effective strategies to help NCS students learn Chinese 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 Scheme-KGs can deploy the additional resources for appointing additional teacher(s) or teaching assistant(s) or acquiring services to enhance communication with the parents of NCS students. The estimated expenditure on the grant for support to NCS students is \$45.4 million in the 2017/18 school year. In tandem, teacher training and school-based support will be enhanced. All KGs, irrespective of the number of NCS students admitted, may apply to join. The estimated expenditure on specific training on support to NCS students is \$1.8 million in the 2017/18 school year. School-based professional support services 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 expenditures have been subsumed under the overall expenditure of EDB. Besides, starting from the 2016/17 school year, the Education University of Hong Kong has also offered a new University Grants Committee (UGC)-funded course,

namely the Bachelor of Education (Honours) (Early Childhood Education) in Leadership and NCS Children Programme.

(2)

For KG students (including NCS students) from needy families, fee remission will continue to be provided under the existing Kindergarten and Child Care Centre Fee Remission Scheme (KCFRS). In addition, KG students (including NCS students) who pass the means test of the Student Finance Office of the Working Family and Student Financial Assistance Agency and meet the same eligibility criteria under the KCFRS are eligible for an additional grant to defray school-related expenses incurred from the students' kindergarten education starting from the 2017/18 school year. 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. The estimated expenditure on KCFRS and the additional grant to KG students (including NCS students) for the 2017/18 school year are \$366.4 million and \$158.2 million respectively.

(3)

For Scheme-KGs provided with the additional grant to support NCS students as mentioned at (1) above, they are expected to deploy the grant for, among others, enhancing communication with NCS parents, for example, by hiring translation services, employment of ethnic minority (EM) teaching assistants, procurement of services from non-governmental organisations (NGOs) which have experience in serving the EM communities, etc. Key information on KG education such as the booklet "Helping Your Children of Kindergarten Age", leaflets and related information relating to admission to Nursery classes, etc, has been translated into major EM languages. Besides, we will continue to collaborate with NGOs with networks with the NCS communities in organising parent seminars and capitalise on their networks in reaching out to NCS parents. As set out in (1) above, the estimated expenditure on the additional grant for support to NCS students is \$45.4 million in the 2017/18 school year. Other measures are provided by different sections of EDB and deployment of staff may be adjusted having regard to the needs and circumstances. The relevant expenditures have been subsumed under the overall expenditure of EDB.

- End -

CONTROLLING OFFICER'S REPLY

EDB133

(Question Serial No. 1472)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (000) Operational expenses
Programme: (3) Primary 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”, would the Government advise this Committee of:

1. the estimated expenditure and breakdown of the expenditure for the implementation of the Framework for 2017-18;
2. whether there are measures to enhance the quality of learning and teaching for 2017-18. If yes, what are the estimated expenditure and manpower arrangement?
3. whether there were any data and views which could reflect the effectiveness of the Framework in the past 3 years?

Asked by: Hon KWOK Wai-keung (Member Question No. 11)

Reply:

- (1) & (2) To facilitate schools' implementation of the “Chinese Language Curriculum Second Language Learning Framework” (“Learning Framework”) and the creation of an inclusive learning environment in schools, The Education Bureau (EDB) has, starting from the 2014/15 school year, provided all schools admitting 10 or more non-Chinese speaking (NCS) students with the enhanced funding ranging from \$800,000 to \$1,500,000 per year depending on the number of NCS students admitted. The recipient schools would adopt diversified intensive learning and teaching modes in the form of pull-out teaching, split-class / group learning, after-school consolidation programmes, 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, these schools may have an additional funding of \$50,000 on a need basis to offer after-school Chinese language support programmes to consolidate what their NCS students have learnt in classes. The estimated expenditure on the enhanced funding support for the 2017/18 school year is \$259.5 million.

To help schools implement the “Learning Framework”, EDB has provided continual support to schools, such as developing learning and teaching materials and providing diversified and progressively advanced teacher professional development programmes. School-based professional

support services have also been provided to enhance the professional capability of Chinese Language teachers in teaching Chinese as a second language, as well as facilitating experience sharing among schools through the development of professional learning communities. The relevant manpower resources and expenses of the above measures are subsumed under the overall expenditure of EDB and/or different funds including the Education Development Fund. Separate breakdown of the expenses incurred is thus not available. Besides, EDB launched in 2014 the “Professional Enhancement Grant Scheme for Chinese Teachers (Teaching Chinese as a Second Language)” under the Language Fund to encourage continual professional development of serving Chinese Language teachers and enhance their professional capability in teaching the Chinese language to NCS students. An estimated expenditure of about \$1.97 million will be incurred for the reimbursement of grant to 68 teachers who have been approved for earmarking of the grant and have completed/will complete the recognised programmes under the Scheme in 2016-17 and thereafter.

- (3) The support measures would be reviewed on an on-going basis in light of all relevant considerations, 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 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 review and evaluation will look into the learning objectives, appropriateness of curriculum planning, instructional materials, and teaching strategies adopted, proficiency enhancement and learning motivation of NCS students, as well as other contributing factors for effective learning.

- End -

CONTROLLING OFFICER'S REPLY**EDB134****(Question Serial No. 3192)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

Induction Programme and Initiation Programme are organised by the Government for newly-arrived children and young people. In this connection, would the Government advise this Committee of:

1. the estimated funding and manpower arrangement for the relevant programmes for 2017-18;
2. the percentage share of beneficiaries among the total number of non-ethnic Chinese children and young people for the past 3 years;
3. whether there were any data indicating the effectiveness of the Induction Programme and Initiation Programme for the past 3 years;
4. whether there are any follow-up support services upon completion of the Induction Programme and Initiation Programme by individuals; If yes, what is the nature of the services and number of persons who received the follow-up services for the past 3 years? If no, what are the reasons?

Asked by: Hon KWOK Wai-keung (Member Question No. 12)

Reply:

1. The estimated expenditure for the Induction Programme and Initiation Programme in 2017-18 is about \$2.6 million and \$29.5 million respectively. The relevant manpower resources and expenses are subsumed in the overall estimated expenditure of the Education Bureau (EDB) and a breakdown of expenditure by item is not available.
2. Under the prevailing policy, EDB has been all along encouraging early integration of non-Chinese speaking (NCS) students into mainstream schools. In tandem with this approach, the Induction Programme and Initiation Programme are provided for newly-arrived children and young people to help them better integrate into local education system. Students may attend the full-time Initiation Programme before their admission to local mainstream schools or attend the 60-hour Induction Programme after they have entered the mainstream schools if they so wish. In the 2014/15 and 2015/16 school years, almost all NCS children and young people at primary and secondary level entered mainstream schools without joining the two programmes. Among the newly arrived NCS children and young people, about one third of them chose to enter the two programmes. Information for the 2016/17 school year is not yet available.
3. On completion of the Induction Programme and Initiation Programme, the non-governmental organisations or schools concerned are required to submit to EDB evaluation reports covering student performance and achievement, survey results reflecting the opinions of parents and students on various aspects such as teaching and learning, etc. Based on the evaluation reports submitted as well as the visits

conducted by EDB, the overall performance of the two programmes will be assessed. The two programmes are in general effectively operated and able to meet the needs of students.

4. Newly-arrived children and young people can choose to attend the Initiation Programme prior to admission to mainstream schools. Placement assistance to mainstream schools is provided to all those in need after completing the programme. About 500 and 440 students received the placement assistance in the 2014/15 and 2015/16 school years respectively. The figure for the 2016/17 school year is not yet available. For newly-arrived children and young people who have attended the Induction Programme, the schools they entered are provided with the School-based Support Scheme Grant. Schools may use the grant flexibly to provide school-based support services for them, such as providing supplementary lessons on the Chinese/English subject and other subjects, and organising guidance programmes. As the grant is provided for all newly arrived children and young people who have directly entered the mainstream schools, we do not have the breakdown of those who have joined the Induction Programme.

- End -

CONTROLLING OFFICER'S REPLY**EDB135****(Question Serial No. 1331)**

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

Currently, the Education Bureau is providing all mainstream primary and secondary schools with a Learning Support Grant (LSG) to assist teachers in catering for students with special educational needs (SEN). In this connection, would the Government advise this Committee:

a) the number of mainstream primary and secondary schools in receipt of the LSG in the 2015/16 school year in the following table format:

Provision of Learning Support Grant (\$)	Number of primary schools	Number of secondary schools
0 – 160,836		
160,837 – 428,896		
428,897 – 696,956		
696,957 – 965,016		
965,017 – 1,233,076		
1,233,077 or above		

b) the amount of LSG clawed back and the number of mainstream primary and secondary schools concerned in the above-mentioned school year in tabulated format.

Asked by: Hon KWOK Wing-hang, Dennis (Member Question No. 33)

Reply:

(a)

The number of mainstream public sector primary and secondary schools eligible for Learning Support Grant (LSG) by the required range of provision in the 2015/16 school year is tabulated below:

Provision of Learning Support Grant (\$)	Number of primary schools	Number of secondary schools
0 – 160,836	3	43
160,837 – 428,896	109	118
428,897 – 696,956	38	71
696,957 – 965,016	47	45
965,017 – 1,233,076	51	45
1,233,077 or above	62	60

(b)

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. As the amount of LSG to be clawed back from aided and caput schools for the 2015/16 school year will be confirmed only after the schools' submission of audited accounts by end of February 2017 and verification by the Education Bureau, we are unable to provide the claw-back information for the 2015/16 school year.

- End -

CONTROLLING OFFICER'S REPLY**EDB136****(Question Serial No. 1332)**

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

Currently, the Education Bureau is providing all mainstream primary and secondary schools with a Learning Support Grant (LSG) to assist teachers in catering for students with special educational needs (SEN). In this connection, would the Government advise this Committee:

a) the number of mainstream primary and secondary schools in receipt of the LSG in the 2013/14 school year in the following table format:

Provision of Learning Support Grant (\$)	Number of primary schools	Number of secondary schools
0-120,000		
120,001-320,000		
320,001-520,000		
520,001-720,000		
720,001-920,000		
920,001-1,120,000		
1,120,001-1,320,000		
Above 1,320,000		

b) the amount of LSG clawed back and the number of mainstream primary and secondary schools concerned in the above-mentioned school year in tabulated format.

Asked by: Hon KWOK Wing-hang, Dennis (Member Question No. 35)

Reply:

a)

The number of mainstream public sector primary and secondary schools eligible for Learning Support Grant (LSG) by the required range of provision in the 2013/14 school year is tabulated below:

Provision of Learning Support Grant (\$)	Number of primary schools	Number of secondary schools
0-120,000	5	64
120,001-320,000	35	127
320,001-520,000	113	69
520,001-720,000	57	48
720,001-920,000	61	39
920,001-1,120,000	20	22
1,120,001-1,320,000	9	7
above 1,320,000	1	6

b)

Schools are encouraged to fully utilize, in the respective school year, the LSG provided every year to cater for the needs of their students with special educational needs (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. Based on the audited information as at March 2017, the amount of LSG clawed back and the number of schools concerned at the end of the 2013/14 school year (aided and caput schools) / 2013-14 financial year (government schools) are tabulated below:

	Primary Schools	Secondary Schools
LSG claw-back amount (\$ million)	1.3	2.0
Number of schools with LSG clawed back	33	56

- End -

CONTROLLING OFFICER'S REPLY**EDB137****(Question Serial No. 1360)**

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

Currently, the Education Bureau is providing all mainstream primary and secondary schools with a Learning Support Grant (LSG) to assist teachers in catering for students with special educational needs (SEN). In this connection, would the Government advise this Committee:

a) the number of mainstream primary and secondary schools in receipt of the LSG in the 2012/13 school year in the following table format:

Provision of Learning Support Grant (\$)	Number of primary schools	Number of secondary schools
0-120,000		
120,001-320,000		
320,001-520,000		
520,001-720,000		
720,001-920,000		
Above 920,000		

b) the amount of LSG clawed back and the number of mainstream primary and secondary schools concerned in the above-mentioned school year in tabulated format.

Asked by: Hon KWOK Wing-hang, Dennis (Member Question No. 36)

Reply:

(a)

The number of mainstream public sector primary and secondary schools eligible for Learning Support Grant (LSG) by the required range of provision in the 2012/13 school year is tabulated below:

Provision of Learning Support Grant (\$)	Number of primary schools	Number of secondary schools
0-120,000	9	82
120,001-320,000	39	127
320,001-520,000	115	65
520,001-720,000	69	57
720,001-920,000	53	21
Above 920,000	16	27

(b)

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. Based on the audited information as at March 2017, the amount of LSG clawed back and the number of schools concerned at the end of the 2012/13 school year (aided and caput schools)/2012-13 financial year (government schools) are tabulated below:

	Primary Schools	Secondary Schools
LSG claw-back amount (\$ million)	1.5	4.1
Number of schools with LSG clawed back	35	101

- End -

CONTROLLING OFFICER'S REPLY**EDB138****(Question Serial No. 1361)**

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

Currently, the Learning Support Grant (LSG) is provided to all mainstream primary and secondary schools by the Education Bureau, calculated with reference to the 3-tier intervention model, i.e. the degree of support that students need. The LSG will cover students with mental illness starting from the 2017/18 school year. Please inform this Committee of the following in detail:

- a) the definition of students with mental illness (please set out the detailed categories);
- b) the amount of grant to be provided for these students;
- c) the purpose of the grant;
- d) the estimated numbers of beneficiaries in primary and secondary schools, tabulated by mental illness and class level; and
- e) other details and information, and the details of the procedures for schools to apply for the grant.

Asked by: Hon KWOK Wing-hang, Dennis (Member Question No. 37)

Reply:

(a) to (e)

Mental Illness (MI) covers a range of mental and behavioural disorders. Each with different symptoms and its presenting problems can have different manifestations and cover various aspects such as mental state, thinking, social interaction, emotion and behavior. According to the information provided by the Hospital Authority (HA), the most common types of MI for children and adolescents include anxiety disorders, mood disorders and psychosis. The diagnosis of MI is made by psychiatrists.

Students with MI need support pertaining to their emotional and mental health needs which are generally transient in nature. Treatment to them by medical professionals such as psychiatrists and psychiatric nurses is of prime importance. Schools play a complementary role in providing concerted support with particular reference to the students' needs as advised by medical professionals. School professionals, including guidance personnel/teachers, school social workers and educational psychologists (EPs) have been providing support and guidance services for students with MI, including the arrangement of multidisciplinary case conferences with medical professionals when necessary. To enhance the support for students with MI, from the 2017/18 school year onwards, students concerned will be provided with Learning Support Grant (LSG) under which schools will have additional resources to provide appropriate services, such as arranging for

counselling and emotional support, etc. The estimated expenditure on the provision of LSG for students with MI in the 2017-18 financial year is about \$30 million. Based on the data provided by HA on the patients aged 17 or below with related MI, it is estimated that about 2 000 students will benefit from the additional resources.

To support students with MI, the Food and Health Bureau, in collaboration with EDB, HA and the Social Welfare Department, launched a two-year pilot scheme named “Student Mental Health Support Scheme” based on a medical-educational-social collaboration model in 17 schools by two phases from the 2016/17 school year to the 2017/18 school year. Under the pilot scheme, a multi-disciplinary team is formed in each school comprising a psychiatric nurse of HA, designated teacher(s) and a school social worker as the core members to work closely with the psychiatric teams of HA, the school-based EPs, relevant teachers and social workers from relevant social service units for the provision of support services to students with mental health needs and their carers.

- End -

CONTROLLING OFFICER'S REPLY**EDB139****(Question Serial No. 1375)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) 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. Would the Government provide the following information:

(a) The average unit cost of school places for students with different types of SEN studying in government, aided and Direct Subsidy Scheme (DSS) secondary schools in the past 5 years (in the form of a table);

(b) The number of students with SEN studying in government, aided and DSS secondary schools (in the form of a table):

	Specific Learning Difficulties	Intellectual Disability	Autism Spectrum Disorders	Attention Deficit/Hyperactivity Disorder	Physical Disability	Visual Impairment	Hearing Impairment	Speech & Language Impairment	Total
2014/15									
2015/16									
2016/17									

(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
2012/13			
2013/14			
2014/15			
2015/16			
2016/17			

(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 KWOK Wing-hang, Dennis (Member Question No. 32)

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 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.

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 mainstream schools in catering for students with SEN in the 2016/17 school year is \$1,417 million. The funding for expenditure on additional support to students with diverse educational needs has been included in the average unit cost of an aided school place which is used for the calculation of the Direct Subsidy Scheme (DSS) subsidy for schools under the DSS. 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 secondary schools by SEN type in the 2014/15 to 2016/17 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
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
2016/17	11 260	910	2 800	5 090	190	80	350	350	21 030

Since EDB does not maintain data from DSS Schools, we are unable to provide the required figures.

(c) and (d)

All schools are requested to adopt the Whole School Approach to support students with SEN through the 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. Tier-3 support refers to intensive individualised support for students with severe learning difficulties 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 students 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. The distribution of public sector mainstream secondary schools eligible for the Learning Support Grant (LSG), that is calculated according to the number of students with SEN requiring tier-2 or tier-3 support, by range of number of students with SEN requiring tier-2 and tier-3 support is set out in the Appendix.

Table 1

Distribution of public sector mainstream secondary schools eligible for the Learning Support Grant (LSG) by range of number of students with special educational needs (SEN) requiring tier-2 support from the 2012/13 to 2016/17 school years

Range of students with SEN requiring tier-2 support	No. of secondary schools				
	2012/13	2013/14	2014/15	2015/16	2016/17
0	32	17	7	2	2
1-10	115	107	92	81	57
11-20	57	65	72	72	77
21-30	38	33	41	49	56
31-40	30	38	27	27	27
41-50	34	22	31	22	26
51-60	28	27	31	25	19
61-70	12	29	17	21	25
71-80	9	11	21	25	25
81-90	13	11	16	17	15
91-100	5	10	8	13	18
More than 100	6	12	20	28	35

Table 2

Distribution of public sector mainstream secondary schools eligible for the Learning Support Grant (LSG) by range of number of students with special educational needs (SEN) requiring tier-3 support from the 2012/13 to 2016/17 school years

Range of students with SEN requiring tier-3 support	No. of secondary schools				
	2012/13	2013/14	2014/15	2015/16	2016/17
0	106	90	90	77	72
1-5	263	281	284	294	295
6-10	5	7	5	6	8
11-15	2	2	1	3	4
16-20	0	0	0	0	1
More than 20	3	2	3	2	2

- End -

CONTROLLING OFFICER'S REPLY**EDB140****(Question Serial No. 1376)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary 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 primary level has been implemented by the Government since 1997 to facilitate students with special educational needs (SEN) to study in mainstream schools. Would the Government advise this Committee of the following:

(a) The average unit cost of school places for students with different types of SEN studying in government, aided and Direct Subsidy Scheme (DSS) primary schools in the past 5 years (in the form of a table);

(b) The number of students with SEN studying in government, aided and DSS primary schools (in the form of a table):

	Specific Learning Difficulties	Intellectual Disability	Autism Spectrum Disorders	Attention Deficit/Hyperactivity Disorder	Physical Disability	Visual Impairment	Hearing Impairment	Speech & Language Impairment	Total
2014/15									
2015/16									
2016/17									

(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
2012/13			
2013/14			
2014/15			
2015/16			
2016/17			

(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 KWOK Wing-hang, Dennis (Member Question No. 28)

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 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.

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 mainstream schools in catering for students with SEN in the 2016/17 school year is \$1,417 million. The funding for expenditure on additional support to students with diverse educational needs has been included in the average unit cost of an aided school place which is used for the calculation of the Direct Subsidy Scheme (DSS) subsidy for schools under the DSS. 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 2014/15 to 2016/17 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
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
2016/17	8 860	670	5 020	4 350	110	30	300	2 520	21 860

Since EDB does not maintain data from DSS schools, we are unable to provide the required figures.

(c) and (d)

All schools are requested to adopt the Whole School Approach to support students with SEN through the 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. Tier-3 support refers to intensive individualised support for students with severe learning difficulties 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 students 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. The distribution of public sector mainstream primary schools eligible for Learning Support Grant (LSG), that is calculated according to the number of students with SEN requiring tier-2 or tier-3 support, by range of number of students with SEN requiring tier-2 and tier-3 support is set out in the Appendix.

Table 1

Distribution of public sector mainstream primary schools eligible for the Learning Support Grant (LSG) by range of number of students with special educational needs (SEN) requiring tier-2 support from the 2012/13 to 2016/17 school years

Range of students with SEN requiring tier-2 support	No. of primary schools				
	2012/13 s.y.	2013/14 s.y.	2014/15 s.y.	2015/16 s.y.	2016/17 s.y.
0	0	1	1	0	1
1-10	23	18	15	15	11
11-20	35	35	28	26	26
21-30	50	53	47	35	26
31-40	73	62	56	55	47
41-50	55	66	68	63	62
51-60	41	44	52	51	62
61-70	18	16	23	33	37
71-80	4	3	10	19	22
81-90	1	3	3	7	9
91-100	1	0	1	4	8
More than 100	0	0	0	2	3

Table 2

Distribution of public sector mainstream primary schools eligible for the Learning Support Grant (LSG) by range of number of students with special educational needs (SEN) requiring tier-3 support from the 2012/13 to 2016/17 school years

Range of students with SEN requiring tier-3 support	No. of primary schools				
	2012/13 s.y.	2013/14 s.y.	2014/15 s.y.	2015/16 s.y.	2016/17 s.y.
0	38	39	41	42	39
1-5	243	243	243	253	259
6-10	13	16	14	10	11
11-15	4	0	2	1	1
16-20	0	0	0	1	2
More than 20	3	3	4	3	2

- End -

CONTROLLING OFFICER'S REPLY**EDB141****(Question Serial No. 1382)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Secondary Education

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

Director of Bureau: Secretary for Education

Question:

It is stated in this year's Policy Address that the Government will continue to develop a support model applicable to senior secondary students with average to high functioning autism in the coming school year. In "Matters Requiring Special Attention" in this year's budget, it is stated that the model is premised on a support model developed for junior secondary school students with autism so that the model to be developed will be evidence-based with strategies and related teaching and learning resources. Please use a table to provide the details, a breakdown on the expenditures, results and expected effectiveness of the following:

- a) the support model developed for junior secondary school students with autism; and
- b) the evidence-based model to be developed with strategies and related teaching and learning resources.

Asked by: Hon KWOK Wing-hang, Dennis (Member Question No. 75)

Reply:

a)

With a view to developing a school support model for early intervention of junior primary students with autism spectrum disorders (ASD), the Education Bureau (EDB) launched a three-year pilot project on the enhancement of support services for students with ASD from the 2011/12 school year in 30 primary schools. The expenditure incurred was \$15.9 million.

Premised on the experience and results of the tryout, the project was extended to cover an additional 30 primary and 22 secondary schools to inquire into a support model appropriate for senior primary and junior secondary students with ASD in the 2014/15 school year for 3 more years. The model comprises arrangement of ASD-friendly strategies in the whole class level at tier-1, ASD-specific supplemental coaching after class in tier-2, and individual education plan (IEP) at tier-3. Each participating school is provided with additional funding during the tryout for employment of a teaching assistant to support teachers in deploying the developed strategies in classroom setting. The estimated non-recurrent expenditure over the three-year extension is \$56.3 million.

Systematic evaluation has been conducted by the EDB to assess the efficacy of the support model. Findings showed that there is an increase of teachers' engagement in deploying more effective ASD specific strategies in class whilst parents have demonstrated growth in their knowledge and skills in supporting their children. Significant improvements were also observed in the target students' learning, social and self-regulation behaviours.

b)

Building on the empirically-validated support model for primary and junior secondary students with ASD, more evidence-based instructional strategies and resources appropriate for high functioning students with ASD attending senior secondary forms would be developed and tested out in the 22 secondary schools from the 2017/18 to 2018/19 school years. As regards primary schools, since 28 out of the 60 schools currently participating in the project would have solid experience in supporting students with ASD by the end of the 2016/17 school year and could sustain this support model on their own, we would focus our support to the remaining 32 primary schools for two more years to enrich their intervention strategies. Again, each school would be provided with additional funding to employ a teaching assistant to support the implementation of the enhanced measures. The effective practices consolidated from these schools would be compiled into an operation manual at the end of the project for the reference of other schools. The estimated expenditure for the two-year project is \$31.8 million.

- End -

CONTROLLING OFFICER'S REPLY**EDB142****(Question Serial No. 1383)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (3) Primary Education, (4) Secondary Education, (6) Other Educational Services and SubsidiesControlling Officer: Permanent Secretary for Education (Mrs Marion LAI)Director of Bureau: Secretary for EducationQuestion:

In respect of the measures to support non-Chinese speaking (NCS) students, would the Government please provide, in tabular form, the statistics of the following items in the past 5 years:

- (a) By grade and ethnicity, the numbers of NCS students admitted to mainstream primary and secondary schools in each of the 18 districts;
- (b) By grade and ethnicity, the numbers of NCS students with special educational needs (SEN) studying at mainstream primary and secondary schools;
- (c) By grade and type of SEN, the numbers of NCS students with SEN studying at mainstream primary and secondary schools;
- (d) The numbers of mainstream primary and secondary schools which have admitted NCS students;
- (e) The provisions and support measures for the schools concerned, as well as the details and amounts involved.

Asked by: Hon KWOK Wing-hang, Dennis (Member Question No. 76)Reply:

- (a) According to the information collected through the annual Student Enrolment Survey, the number of non-Chinese speaking (NCS) students in mainstream primary and secondary schools by district and by grade from the 2012/13 to 2016/17 school years is tabulated at Annex A. Given that as many as 17 ethnicity codes have been collected in the Student Enrolment Survey and the figures of NCS students at Annex A have already included all students whose spoken language at home is not Chinese, we have not tabulated the number of students for each ethnicity.
- (b) The number of NCS ethnic minority students with special educational needs (SEN) in public sector mainstream primary and secondary schools by grade and by ethnicity from the 2012/13 to 2016/17 school years is tabulated at Annex B.
- (c) The number of NCS students with SEN in public sector mainstream primary and secondary schools by grade and by major types of SEN from the 2012/13 to 2016/17 school years is tabulated at Annex C.
- (d) The number of public sector and Direct Subsidy Scheme mainstream primary and secondary schools with NCS students from the 2012/13 to 2016/17 school years is tabulated at Annex D.

- (e) 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. The support measures for NCS students, which are also applicable to NCS students with SEN, and the expenditure from the 2012/13 to 2016/17 school years are tabulated at Annex E.

EDB has also been providing public sector mainstream 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, additional teachers to cater for low academic achievers, Top-up Fund for procurement of special furniture and equipment, 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 programmes 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 expenditure on additional support and services on top of the regular subvention provided for public sector mainstream primary and secondary schools in catering for students with SEN from the 2012/13 to 2016/17 school years is tabulated below:

School Year	2012/13	2013/14	2014/15	2015/16	2016/17
Expenditure (\$ million)	1,009	1,075	1,222	1,310	1,417 (Revised Estimate)

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 students in primary and secondary schools
by district and by grade in the 2012/13 school year**

Primary level:

District	P1	P2	P3	P4	P5	P6	Total
Central & Western	74	95	76	73	56	46	420
Wan Chai	135	149	141	170	173	152	920
Eastern	26	17	11	16	10	7	87
Southern	2	0	2	4	4	3	15
Yau Tsim Mong	167	163	152	166	142	127	917
Sham Shui Po	120	101	139	147	129	149	785
Kowloon City	100	72	75	65	67	39	418
Wong Tai Sin	34	50	54	47	74	45	304
Kwun Tong	142	138	141	152	177	168	918
Sai Kung	35	27	40	23	15	13	153
Sha Tin	24	12	6	18	7	17	84
Tai Po	4	6	5	4	4	7	30
North	2	5	2	1	4	2	16
Yuen Long	121	138	154	128	124	100	765
Tuen Mun	107	112	60	97	94	102	572
Tsuen Wan	8	7	8	8	6	13	50
Kwai Tsing	170	158	134	141	150	106	859
Islands	123	109	104	97	103	96	632
All Districts	1 394	1 359	1 304	1 357	1 339	1 192	7 945

Secondary level:

District	S1	S2	S3	S4	S5	S6	Total
Central & Western	95	79	75	59	43	30	381
Wan Chai	86	75	59	50	21	26	317
Eastern	73	83	83	78	78	59	454
Southern	8	6	8	8	3	6	39
Yau Tsim Mong	138	155	164	147	134	92	830
Sham Shui Po	255	236	183	174	140	117	1 105
Kowloon City	46	27	38	19	11	16	157
Wong Tai Sin	8	4	0	3	2	4	21
Kwun Tong	211	232	238	240	186	121	1 228
Sai Kung	49	45	27	17	15	9	162
Sha Tin	9	13	6	17	80	85	210
Tai Po	6	7	4	7	1	7	32
North	2	1	1	4	3	3	14
Yuen Long	47	51	64	45	42	7	256
Tuen Mun	200	164	172	100	81	41	758
Tsuen Wan	5	5	11	4	2	4	31
Kwai Tsing	32	17	28	6	5	12	100
Islands	178	163	147	140	110	86	824
All Districts	1 448	1 363	1 308	1 118	957	725	6 919

**Number of non-Chinese speaking students in primary and secondary schools
by district and by grade in the 2013/14 school year**

Primary level:

District	P1	P2	P3	P4	P5	P6	Total
Central & Western	103	77	93	72	70	53	468
Wan Chai	152	140	151	145	170	171	929
Eastern	31	32	27	18	20	14	142
Southern	6	4	0	5	7	4	26
Yau Tsim Mong	182	171	169	154	165	139	980
Sham Shui Po	101	115	104	142	154	136	752
Kowloon City	76	95	71	69	56	64	431
Wong Tai Sin	35	39	40	50	52	73	289
Kwun Tong	133	145	143	146	146	174	887
Sai Kung	33	39	25	25	22	14	158
Sha Tin	21	27	13	11	15	6	93
Tai Po	15	15	6	3	5	2	46
North	1	1	5	2	1	4	14
Yuen Long	135	131	146	154	138	121	825
Tuen Mun	116	103	109	60	95	90	573
Tsuen Wan	4	10	8	8	8	6	44
Kwai Tsing	151	171	150	140	142	150	904
Islands	150	144	116	118	102	99	729
All Districts	1 445	1 459	1 376	1 322	1 368	1 320	8 290

Secondary level:

District	S1	S2	S3	S4	S5	S6	Total
Central & Western	79	85	85	77	54	36	416
Wan Chai	92	93	75	48	47	20	375
Eastern	91	79	91	84	69	71	485
Southern	12	8	5	10	4	2	41
Yau Tsim Mong	130	145	153	159	132	129	848
Sham Shui Po	278	263	236	200	151	133	1 261
Kowloon City	35	53	25	40	19	10	182
Wong Tai Sin	5	7	3	0	3	2	20
Kwun Tong	168	222	232	236	239	174	1 271
Sai Kung	80	40	48	27	18	13	226
Sha Tin	6	9	11	7	85	71	189
Tai Po	8	9	7	6	6	2	38
North	0	1	1	2	3	4	11
Yuen Long	65	63	62	60	40	45	335
Tuen Mun	163	172	155	176	85	70	821
Tsuen Wan	14	8	7	10	4	2	45
Kwai Tsing	36	32	17	26	6	5	122
Islands	175	179	153	144	136	103	890
All Districts	1 437	1 468	1 366	1 312	1 101	892	7 576

**Number of non-Chinese speaking students in primary and secondary schools
by district and by grade in the 2014/15 school year**

Primary level:

District	P1	P2	P3	P4	P5	P6	Total
Central & Western	126	101	71	95	70	69	532
Wan Chai	137	174	147	153	153	175	939
Eastern	38	34	34	27	17	21	171
Southern	5	6	4	0	5	6	26
Yau Tsim Mong	210	175	172	164	151	159	1 031
Sham Shui Po	152	119	120	111	145	161	808
Kowloon City	63	69	91	72	76	57	428
Wong Tai Sin	47	47	37	47	53	51	282
Kwun Tong	129	136	139	141	150	148	843
Sai Kung	43	36	39	27	27	20	192
Sha Tin	17	32	31	12	12	15	119
Tai Po	11	18	16	7	6	7	65
North	6	1	1	6	3	1	18
Yuen Long	133	149	134	153	160	134	863
Tuen Mun	115	116	110	113	56	97	607
Tsuen Wan	14	3	11	7	7	8	50
Kwai Tsing	153	145	165	149	142	146	900
Islands	175	172	145	115	120	96	823
All Districts	1 574	1 533	1 467	1 399	1 353	1 371	8 697

Secondary level:

District	S1	S2	S3	S4	S5	S6	Total
Central & Western	29	14	20	17	8	8	96
Wan Chai	140	103	82	71	48	40	484
Eastern	107	91	87	92	76	64	517
Southern	14	11	12	7	8	3	55
Yau Tsim Mong	146	128	140	149	157	118	838
Sham Shui Po	277	272	260	235	186	143	1 373
Kowloon City	77	44	52	35	39	19	266
Wong Tai Sin	16	4	9	3	0	2	34
Kwun Tong	175	177	221	215	212	220	1 220
Sai Kung	119	70	56	53	35	16	349
Sha Tin	8	84	78	81	149	136	536
Tai Po	6	12	10	11	3	4	46
North	2	0	1	1	2	2	8
Yuen Long	79	66	63	64	53	33	358
Tuen Mun	197	128	179	160	147	75	886
Tsuen Wan	12	12	9	8	9	4	54
Kwai Tsing	35	32	33	21	28	5	154
Islands	174	176	181	153	147	119	950
All Districts	1 613	1 424	1 493	1 376	1 307	1 011	8 224

**Number of non-Chinese speaking students in primary and secondary schools
by district and by grade in the 2015/16 school year**

Primary level:

District	P1	P2	P3	P4	P5	P6	Total
Central & Western	119	121	109	70	91	66	576
Wan Chai	158	140	175	150	161	152	936
Eastern	28	38	33	31	27	17	174
Southern	11	6	6	5	1	5	34
Yau Tsim Mong	202	212	181	164	169	145	1 073
Sham Shui Po	160	150	122	125	115	145	817
Kowloon City	69	55	71	89	70	72	426
Wong Tai Sin	29	48	53	34	45	47	256
Kwun Tong	127	132	138	139	143	148	827
Sai Kung	44	39	33	39	23	26	204
Sha Tin	13	18	32	30	13	11	117
Tai Po	20	20	23	15	13	7	98
North	6	8	0	2	8	5	29
Yuen Long	146	152	159	141	152	157	907
Tuen Mun	100	118	124	113	111	56	622
Tsuen Wan	13	13	3	11	8	7	55
Kwai Tsing	168	163	139	168	152	132	922
Islands	170	176	173	135	112	119	885
All Districts	1 583	1 609	1 574	1 461	1 414	1 317	8 958

Secondary level:

District	S1	S2	S3	S4	S5	S6	Total
Central & Western	28	33	15	22	12	6	116
Wan Chai	146	151	94	91	69	46	597
Eastern	136	104	102	93	81	71	587
Southern	21	11	17	15	9	8	81
Yau Tsim Mong	143	135	123	134	137	155	827
Sham Shui Po	301	270	276	253	210	176	1 486
Kowloon City	72	64	44	55	29	38	302
Wong Tai Sin	14	14	5	7	3	0	43
Kwun Tong	150	175	176	216	193	201	1 111
Sai Kung	115	102	72	54	44	31	418
Sha Tin	17	5	83	85	153	133	476
Tai Po	14	7	12	9	10	2	54
North	1	2	1	3	1	3	11
Yuen Long	116	85	73	64	65	52	455
Tuen Mun	229	170	147	184	141	138	1 009
Tsuen Wan	12	12	12	13	5	9	63
Kwai Tsing	43	36	33	34	19	21	186
Islands	172	171	172	173	143	129	960
All Districts	1 730	1 547	1 457	1 505	1 324	1 219	8 782

**Number of non-Chinese speaking students in primary and secondary schools
by district and by grade in the 2016/17 school year**

Primary level:

District	P1	P2	P3	P4	P5	P6	Total
Central & Western	118	121	122	109	71	90	631
Wan Chai	185	173	147	176	158	159	998
Eastern	50	37	33	32	26	22	200
Southern	10	8	6	7	5	1	37
Yau Tsim Mong	175	203	208	182	164	160	1 092
Sham Shui Po	134	174	164	132	130	117	851
Kowloon City	62	69	58	72	85	64	410
Wong Tai Sin	40	36	48	57	36	49	266
Kwun Tong	124	126	125	145	140	144	804
Sai Kung	45	45	37	33	34	28	222
Sha Tin	21	12	19	33	33	12	130
Tai Po	21	24	18	22	11	10	106
North	1	5	8	0	2	6	22
Yuen Long	156	150	155	158	139	154	912
Tuen Mun	102	109	134	122	118	111	696
Tsuen Wan	14	14	14	5	9	8	64
Kwai Tsing	150	167	153	145	161	148	924
Islands	166	170	168	163	129	105	901
All Districts	1 574	1 643	1 617	1 593	1 451	1 388	9 266

Secondary level:

District	S1	S2	S3	S4	S5	S6	Total
Central & Western	35	28	33	17	20	11	144
Wan Chai	163	149	140	88	89	66	695
Eastern	104	120	100	110	78	80	592
Southern	25	14	17	21	15	10	102
Yau Tsim Mong	112	137	132	129	124	133	767
Sham Shui Po	350	308	259	271	243	200	1 631
Kowloon City	66	63	64	41	48	32	314
Wong Tai Sin	17	14	12	5	6	2	56
Kwun Tong	144	175	173	153	200	185	1 030
Sai Kung	103	104	96	70	49	38	460
Sha Tin	17	18	7	86	159	138	425
Tai Po	12	11	6	11	10	8	58
North	0	1	2	1	2	1	7
Yuen Long	126	105	83	71	56	61	502
Tuen Mun	136	170	176	159	159	137	937
Tsuen Wan	12	9	10	17	7	5	60
Kwai Tsing	40	41	38	40	31	22	212
Islands	186	166	175	164	156	132	979
All Districts	1 648	1 633	1 523	1 454	1 452	1 261	8 971

Notes:

1. Figures refer to the position as at September of the respective 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. Figures do not include students in special schools.

**Number of non-Chinese speaking (NCS) ethnic minority students
with special educational needs
in public sector primary and secondary schools by grade and by ethnicity
from the 2012/13 to 2016/17 school years**

2012/13 school year

Ethnicity	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
Indonesian	0	0	0	0	0	0	0	0	0	0	0	0
Filipino	2	3	5	3	6	1	6	1	2	0	2	1
Indian	1	1	5	2	3	2	1	2	2	0	0	0
Pakistani	3	18	18	13	8	11	9	12	9	3	3	3
Nepalese	1	11	5	4	0	1	3	0	1	1	0	0
Japanese	0	0	0	0	0	0	0	0	0	0	0	0
Thai	0	3	3	2	2	0	0	0	0	1	0	0
Korean	0	1	0	0	0	0	0	0	0	0	0	0
Other Asian	0	1	0	0	0	0	0	0	0	0	0	0
White	1	2	3	4	6	0	0	1	1	0	0	0
Others	0	5	4	2	2	3	1	0	1	0	0	0

2013/14 school year

Ethnicity	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
Indonesian	0	0	0	0	0	0	0	0	0	0	0	0
Filipino	0	7	2	8	3	8	1	5	1	2	0	2
Indian	0	2	4	1	2	3	2	2	2	2	0	0
Pakistani	2	21	14	24	13	11	13	11	13	10	3	3
Nepalese	2	1	10	7	5	0	2	3	1	0	1	0
Japanese	0	0	0	0	0	0	1	0	0	0	0	0
Thai	0	4	2	2	3	2	1	0	0	0	1	0
Korean	0	0	1	1	0	0	0	0	0	0	0	0
Other Asian	0	0	0	0	0	0	0	0	0	0	0	0
White	0	2	2	3	5	7	3	0	1	0	0	0
Others	2	4	6	3	4	1	3	1	1	1	0	0

2014/15 school year

Ethnicity	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
Indonesian	0	1	0	0	0	2	0	0	0	0	0	0
Filipino	0	3	6	3	9	1	2	3	5	0	1	0
Indian	0	3	0	3	1	1	2	2	3	1	2	0
Pakistani	0	15	23	18	18	16	14	10	14	13	8	4
Nepalese	1	5	3	7	6	4	1	2	1	0	0	1
Japanese	0	1	0	1	0	0	0	1	0	0	0	0
Thai	0	1	3	2	2	4	2	1	0	0	1	0
Korean	0	1	0	0	1	0	0	0	0	0	0	0
Other Asian	0	0	0	1	1	0	0	0	0	0	0	0
White	0	1	4	1	4	5	2	1	0	1	0	0
Others	0	3	4	5	3	4	1	1	1	1	1	0

2015/16 school year

Ethnicity	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
Indonesian	0	0	2	1	1	2	1	0	0	0	0	0
Filipino	4	6	4	8	3	9	1	4	2	3	2	1
Indian	2	0	3	4	5	1	0	2	2	2	1	2
Pakistani	4	11	24	30	26	20	22	10	14	15	12	8
Nepalese	3	13	7	6	4	4	1	1	3	1	1	0
Japanese	0	0	2	0	0	0	0	0	1	0	0	0
Thai	0	1	3	4	4	2	4	0	1	1	0	1
Korean	0	1	0	0	0	1	0	0	0	0	0	0
Other Asian	0	0	0	0	1	1	0	0	1	0	0	0
White	1	2	3	5	1	4	1	2	1	1	0	0
Others	0	3	2	5	6	4	7	1	2	1	1	1

2016/17 school year

Ethnicity	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
Indonesian	0	2	0	2	2	1	1	1	0	0	0	0
Filipino	1	8	5	6	7	4	5	2	3	3	3	3
Indian	1	5	2	3	3	5	1	0	2	3	1	1
Pakistani	3	9	17	32	35	29	20	19	10	14	10	11
Nepalese	4	12	15	9	4	4	2	2	0	3	1	1
Japanese	0	0	1	1	0	0	0	0	0	1	0	0
Thai	0	1	4	4	4	6	6	2	0	0	1	0
Korean	0	1	1	0	0	0	0	0	0	0	0	0
Other Asian	0	0	0	1	1	1	0	0	0	1	0	0
White	0	4	2	4	5	1	1	0	2	0	0	0
Others	1	2	7	5	3	5	8	3	3	2	1	1

Notes:

1. Figures refer to the position as at September of the respective school years.
2. Figures have excluded those students whose ethnicity is not Chinese but with Chinese as the spoken language at home.
3. Figures do not cover students in Direct Subsidy Scheme schools. Figures do not include students in special schools.

**Number of non-Chinese speaking students with special educational needs (SEN)
in public sector primary and secondary schools by grade and by major types of SEN
from the 2012/13 to 2016/17 school years**

Specific Learning Difficulties	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2012/13	0	2	13	8	13	12	8	5	6	1	2	3
2013/14	0	5	11	17	10	12	9	8	7	5	1	2
2014/15	0	2	18	19	20	12	8	3	8	7	4	0
2015/16	0	0	15	32	27	22	16	8	5	9	7	4
2016/17	0	1	11	31	35	29	12	14	10	12	7	9

Intellectual Disability	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2012/13	2	5	7	13	10	12	10	10	7	3	2	2
2013/14	3	3	5	16	18	10	10	10	10	6	2	2
2014/15	0	6	7	7	18	20	11	11	11	8	6	3
2015/16	4	5	9	7	6	18	20	8	12	8	6	5
2016/17	6	6	8	9	8	9	25	13	9	13	6	6

Autism Spectrum Disorders	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2012/13	2	5	2	0	4	1	2	0	1	0	1	0
2013/14	2	5	6	3	0	4	0	1	0	1	0	2
2014/15	3	4	4	8	3	1	3	2	1	0	1	0
2015/16	5	5	8	4	7	5	0	3	1	1	0	1
2016/17	4	7	4	8	4	6	2	1	2	1	1	0

Attention Deficit / Hyperactivity Disorder	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2012/13	1	2	1	2	3	0	2	1	1	0	0	0
2013/14	1	2	5	2	2	6	4	4	1	0	0	0
2014/15	0	0	3	5	1	3	2	3	4	1	0	0
2015/16	3	0	2	3	6	1	2	2	5	3	1	0
2016/17	0	6	3	2	3	9	2	1	1	5	4	1

Physical Disability	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2012/13	0	0	1	0	0	0	0	0	0	1	1	0
2013/14	0	0	0	1	0	0	1	0	0	0	1	1
2014/15	0	0	0	0	1	0	0	1	0	0	0	1
2015/16	0	0	0	0	0	1	0	0	1	0	0	0
2016/17	0	1	0	0	0	0	1	0	0	1	0	0

Visual Impairment	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2012/13	0	0	0	0	0	1	0	0	0	0	0	0
2013/14	0	0	0	0	0	0	1	0	0	1	0	0
2014/15	0	0	1	0	0	0	0	1	0	0	0	0
2015/16	0	0	0	1	0	0	0	0	1	0	0	1
2016/17	0	0	0	0	0	0	0	0	0	1	0	0

Hearing Impairment	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2012/13	2	2	0	1	1	0	0	3	1	0	0	1
2013/14	0	2	1	0	1	1	0	0	3	1	0	1
2014/15	0	1	1	0	0	1	2	0	0	3	2	0
2015/16	0	0	1	2	1	0	1	2	0	1	2	2
2016/17	1	0	0	1	2	0	0	1	1	0	0	2

Speech & Language Impairment	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2012/13	3	38	23	10	3	3	0	0	0	0	0	0
2013/14	1	30	23	17	8	3	2	1	1	1	1	0
2014/15	0	24	16	11	10	3	3	1	3	0	0	2
2015/16	3	30	24	22	15	10	5	2	4	6	3	0
2016/17	0	24	31	26	19	14	6	4	3	2	3	2

Notes:

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

**Number of primary and secondary schools with non-Chinese speaking students
from the 2012/13 to 2016/17 school years**

Level	2012/13 school year	2013/14 school year	2014/15 school year	2015/16 school year	2016/17 school year
Primary (Primary 1 – 6)	321	320	321	329	325
Secondary (Secondary 1 – 6)	260	267	267	279	274

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 special schools.

**Educational support measures for non-Chinese speaking (NCS) students
from the 2012/13 to 2016/17 school years**

Support measures	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	Actual expenditure in the 2015/16 school year \$ million	Estimated expenditure in the 2016/17 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>17.5</p> <p>Note</p>	<p>61.3</p> <p>Note</p>	<p>197.8</p> <p>Note</p>	<p>224.0</p> <p>Note</p>	<p>244.9</p> <p>Note</p>

Support measures	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	Actual expenditure in the 2015/16 school year \$ million	Estimated expenditure in the 2016/17 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 \$2.8 million to continue with the development of teaching reference materials and assessment tools Note	An additional sum of about \$2.6 million to continue with the development of teaching reference materials and assessment tools Note	3.0 Note	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.	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	2.7	2.6	3.8	3.7	3.9

Support measures	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	Actual expenditure in the 2015/16 school year \$ million	Estimated expenditure in the 2016/17 school year \$ million
<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>	13.0	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>	2.0	2.5	2.8	2.6	2.6
<p>Student grant for Applied Learning Chinese (for NCS students) starting from the 2014/15 school year</p>	-	-	2.3	4.4	6.8

Support measures	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	Actual 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>	0.76	1.33	1.87	2.09	2.58

Note:

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 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

EDB143

(Question Serial No. 1387)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (3) Primary Education, (4) Secondary Education
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

The Education Bureau will improve the School-based Educational Psychology Service for all mainstream primary and secondary schools by progressively improving the ratio of educational psychologist to school to 1:4 from the 2016/17 school year. Please advise this Committee of the expenditure involved on the related measures such as:

- a) the number of additional educational psychologists employed, average expenditure on each psychologist and the total expenditure;
- b) the additional training items and their expenditure;
- c) the breakdown of the numbers of primary and secondary schools with different ratios of educational psychologist to school currently by 18 districts;
- d) administrative expenditure;
- e) others.

Asked by: Hon KWOK Wing-hang, Dennis (Member Question No. 87)

Reply:

(a) to (e)

The Government has further enhanced the School-based Educational Psychology Service (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 from the 2016/17 school year. The enhanced provision covers 30 primary and secondary schools in the 2016/17 school year and will cover about 80 primary and secondary schools by the 2017/18 school year. Apart from helping the schools strengthen their preventive and developmental work, EPs pay more frequent visits to these schools and provide comprehensive and regular follow-up to students as well as intervention services to the schools concerned based on their needs.

The enhanced provision involves an additional 10 EP posts of which the existing salary scale is from \$65,740 to \$99,205 per month. The estimated expenditure for the enhanced provision for the 2016/17 and 2017/18 school years is \$4 million and \$11 million respectively.

We have not compiled a breakdown of the number of primary and secondary schools with different ratios of EP to schools by 18 districts and hence are not able to provide the information.

- End -

CONTROLLING OFFICER'S REPLY**EDB144****(Question Serial No. 1640)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (7) Post-secondary, 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 2015 Policy Address that the “community colleges of University Grants Committee-funded institutions have experienced rapid growth and some have accumulated large surpluses. We will ask the institutions to critically review their financial position and consider ways to use their surpluses to benefit their students, such as lowering tuition fees and offering scholarships or bursaries for underprivileged students.” In this connection, please provide the total amount of tuition fees remission and the total amount of scholarships or bursaries offered to underprivileged students by these colleges in the past 3 years.

Asked by: Hon KWONG Chun-yu (Member Question No. 36)

Reply:

To follow up on the 2015 Policy Address, the Education Bureau (EDB) has issued letters to the relevant University Grants Committee-funded universities to request their review of the financial position of their self-financing community colleges or other similar self-financing arms (i.e. self-financing arms or affiliates offering sub-degree programmes) as well as the use of their surpluses (if any) for the benefits of students.

According to the latest information provided by the universities, the surplus/deficit from self-financing programmes (including programmes offered within the university proper and those provided by other self-financing operations) for the 2013/14 to 2015/16 academic years is set out at Annex. EDB does not possess information concerning the total amounts of students' tuition fees reduced or waived or scholarships or bursaries offered for underprivileged students by these universities or their self-financing arms in the past three years. Nonetheless, it is worth noting that the institutions concerned are all non-profit-making organisations. According to the institutions, the financial surpluses, if any, need to be (or will be) used for improving campus facilities, developing new school premises, repaying loans under the Government's Start-up Loan Scheme, enhancing teaching and learning (including the provision of support for students with different financial needs in various aspects, e.g. e-learning, internship/student exchange programmes), and/or offering scholarships or bursaries. At the same time, the institutions also point out that they need to keep sufficient reserves to maintain their operation in view of volatilities and uncertainties that may arise each year, and given the decline in the number of secondary school leavers in the coming few years.

Surplus/Deficit from self-financing programmes offered by UGC-funded universities^{Note}
(2013/14 – 2015/16 academic years)

Universities	CityU	HKBU	LU	CUHK	EdUHK	PolyU	HKUST	HKU
Surplus / (Deficit) (\$ million)								
2013/14	185	40	3	194	44	266	65	233
2014/15	193	45	(34)	207	41	89	89	225
2015/16	169	38	0	125	40	(28)	123	219

Source: Information provided by UGC-funded universities.

Abbreviations:

CityU	City University of Hong Kong	EdUHK	The Education University of Hong Kong
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 university proper and those provided by other self-financing operations.

– End –

CONTROLLING OFFICER'S REPLY**EDB145****(Question Serial No. 2506)**

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

Would the Government please provide:

A) Information on the 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 inspections 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 LAM Kin-fung, Jeffrey (Member Question No. 16)

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 in the 2016/17 school year below:

DSS primary schools	P1	P2	P3	P4	P5	P6	Total
Number of places	2 740	2 727	2 748	2 748	2 538	2 624	16 125

DSS secondary schools	S1	S2	S3	S4	S5	S6	Total
Number of places	8 766	8 892	9 190	9 824	10 009	9 925	56 606

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 2016/17 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 2014/15 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 \$202 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 2017, 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 Fees of DSS Schools for the 2016/17 School Year

Table 1: DSS Primary Schools

Name of School	District	Annual School Fees of Each Level <small>Note 1 & Note 2</small>					
		P1	P2	P3	P4	P5	P6
HKUGA Primary School	HKE	26,200	26,200	26,200	26,200	26,200	26,200
Hon Wah College <small>Note 3</small>	HKE	15,980	15,980	15,980	15,980	15,980	15,980
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	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	26,040	26,040	26,040	26,040	26,040	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	44,160	44,160	42,770	39,930	39,930	39,930
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	15,800	15,800	15,800	15,800	15,800	15,800
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	65,910	58,590	52,080	46,300	41,160	36,750
WF Joseph Lee Primary School	YL	13,700	13,700	13,700	13,700	13,700	13,700

Table 2: DSS Secondary Schools

Name of School	District	Annual School Fees 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	17,150	17,150	17,150	17,150	17,150	17,150
Kiangsu-Chekiang College	HKE	5,915	5,915	5,915	5,915	5,915	5,915
Pui Kiu Middle School	HKE	7,540	7,540	7,540	11,480	11,480	11,480
The Chinese Foundation Secondary School	HKE	15,600	15,600	15,600	20,800	20,800	20,800
Buddhist Fat Ho Memorial College	I	5,450	5,450	5,450	5,450	5,450	5,450
Caritas Charles Vath College	I	N/A	N/A	N/A	8,400	8,400	8,400
YMCA of Hong Kong Christian College	I	37,000	35,000	33,000	34,000	31,000	28,000
HKUGA College	SOU	35,000	36,000	37,000	38,000	39,000	40,000
St. Stephen's College	SOU	64,500	64,500	64,500	64,500	64,500	64,500
CCC Kung Lee College	WCH	N/A	N/A	N/A	13,710	13,710	13,710
Confucius Hall Secondary School	WCH	4,000	4,000	4,000	3,600	3,180	1,800
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	45,900	45,900	45,900	45,900	45,900	45,900
Heep Yunn School	KC	32,000	32,000	30,000	33,000	33,000	N/A
HKICC Lee Shau Kee School of Creativity	KC	N/A	N/A	N/A	27,600	27,600	26,000
PLK Ngan Po Ling College	KC	31,000	31,000	31,000	31,000	31,000	31,000
Workers' Children Secondary School	KC	3,672	3,672	3,672	9,048	9,048	9,048
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	N/A	3,000	3,000	3,000
ECF Saint Too Canaan College	KT	23,200	23,200	23,200	20,700	15,700	15,700
Fukien Secondary School	KT	17,200	17,200	17,200	17,200	16,680	16,680
Mu Kuang English School	KT	2,000	2,000	2,000	2,000	N/A	N/A
United Christian College (Kowloon East)	KT	26,000	26,000	26,000	26,000	23,000	23,000
Creative Secondary School	SK	72,220	72,220	76,630	76,630	81,750	81,800
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	4,890	4,890	4,890	8,130	8,130	8,130
HKCCC Union Logos Academy <small>Note 3</small>	SK	29,430	29,430	29,430	29,430	29,430	29,430
PLK Laws Foundation College	SK	18,000	18,000	18,000	22,000	22,000	22,000
QualiEd College	SK	8,550	8,550	8,550	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 Fees of Each Level <small>Note 1 & Note 2</small>					
		S1	S2	S3	S4	S5	S6
China Holiness College	SSP	3,230	3,230	3,230	7,080	7,080	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	4,890	4,890	4,890	8,630	8,630	8,630
St. Margaret's Co-educational English Secondary and Primary School <small>Note 3</small>	SSP	39,140	39,140	38,580	37,610	34,710	30,135
Tsung Tsin Christian Academy	SSP	33,100	33,100	33,100	31,700	31,700	31,700
Wai Kiu College	SSP	3,000	3,000	3,000	3,200	3,200	3,200
Ying Wa College	SSP	18,800	18,800	18,800	18,800	18,800	18,800
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	34,160	34,000
Kowloon Sam Yuk Secondary School	YTM	2,310	2,310	2,310	2,310	2,180	2,070
Fanling Lutheran Secondary School	N	5,500	5,500	5,500	6,500	6,500	6,500
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	22,800	22,800	22,800	22,800	22,800	22,800
Li Po Chun United World College of Hong Kong	ST	N/A	N/A	N/A	N/A	Note 4	Note 4
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	N/A	13,500	13,500	13,500
Stewards Pooi Kei College	ST	19,000	19,000	19,000	19,500	19,500	19,500
Tak Sun Secondary School	ST	22,000	22,000	22,000	22,000	22,000	22,000
Law Ting Pong Secondary School	TP	15,300	15,300	15,300	15,920	18,980	18,980
Tai Po Sam Yuk Secondary School	TP	6,950	6,950	6,950	6,470	6,470	5,350
Chinese Y.M.C.A. Secondary School	YL	12,500	12,500	12,500	12,500	12,500	12,500
ELCHK Lutheran Academy <small>Note 3</small>	YL	66,190	59,100	53,490	66,530	61,610	57,050
Heung To Middle School (Tin Shui Wai)	YL	4,280	4,280	4,280	5,480	5,480	5,480
HKFYG Lee Shau Kee College	YL	22,800	22,800	22,800	34,200	34,200	34,200
Pak Kau College	YL	4,050	4,050	4,050	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 only operates non-local curriculum.

- End -

CONTROLLING OFFICER'S REPLY

EDB146

(Question Serial No. 2509)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not specified
Programme: (5) Special Education
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

The estimated expenditure for special education in 2017-18 is \$2,451.60 million, which is 6.2% higher than the 2016-17 original estimate. Will the Administration please list the items with allocation of the increased estimate and give a breakdown of expenditure by item?

Asked by: Hon LAM Kin-fung, Jeffrey (Member Question No. 37)

Reply:

The provision for 2017-18 under Programme (5) Special Education is \$142.1 million or 6.2% higher than the original estimate for 2016-17. This is mainly due to increased provision for salaries grant arising from the 2016 pay adjustment and increased provision for various existing grants to schools.

- End -

CONTROLLING OFFICER'S REPLY

EDB147

(Question Serial No. 0949)

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 tabulate the details of expenditures on the Secretary for Education's duty visits outside Hong Kong since 2012-13, including dates, destinations, names and number of the entourage, purpose of visit, expenses on hotel accommodations, meals and air tickets, as well as the total expenditure of each visit. If the expenditures were sponsored, please state the amounts of sponsorship, as well as the names of sponsors and sponsoring organisations.

Asked by: Hon LAU Ip-keung, Kenneth (Member Question No. 43)

Reply:

Information about duty visits outside Hong Kong made by Secretary for Education since 2012-13 is at the Annex.

**Duty visits outside Hong Kong made by
Secretary for Education since 2012-13
(as at 13 March 2017)**

Date of visit	Place of visit	Purpose of visit (Note 1)	Number of official entourage from SED's Office	(A) Expenses on accommodation (\$ (Note 2))	(B) Expenses on air passage (\$ (Note 3))	(C) Other expenses (\$ (Note 4))	Total expenditure incurred by SED & official entourage from SED's Office (\$ (A)+(B)+(C))
16 to 17 July 2012	Beijing	To pay a courtesy call to the Ministry of Education	2	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	23,000	7,826	30,826
11 October 2012	Shenzhen	To attend an approving ceremony held by the Chinese University of Hong Kong (Shenzhen) and take a tour of the University of Hong Kong-Shenzhen Hospital	1	No expenses as no over-night stay	No air passage (by car)	3,400	3,400
27 to 30 January 2013	United Kingdom	To attend the annual Education World Forum upon invitation and deliver a speech sharing Hong Kong's experience in education and promote Hong Kong's role as a regional education hub. Attendees included dozens of education ministers from around the world	2	7,600	166,350	14,210	188,160
10 to 17 March 2013	Canada and USA	To promote the recognition of the New Academic Structure and the Hong Kong Diploma of Secondary Education, boost Hong Kong's role as a regional education hub, and study the policies and measures of kindergarten education in the USA and Canada	2	38,400	279,900	24,404	342,704

Date of visit	Place of visit	Purpose of visit (Note 1)	Number of official entourage from SED's Office	(A) Expenses on accommodation (\$) (Note 2)	(B) Expenses on air passage (\$) (Note 3)	(C) Other expenses (\$) (Note 4)	Total expenditure incurred by SED & official entourage from SED's Office (\$) (A)+(B)+(C)
29 May to 1 June 2013	Korea	To study kindergarten education and the use of information technology in education	2	6,886	10,785	26,377	44,048
25 to 26 June 2013	Singapore	Being invited to officiate at the International Student Seminar and deliver a speech as officiating guest of the Vocational Training Council and local vocational training organisations in support of over 300 participating Hong Kong teachers and students, and exchange views with Singaporean education officials and organisations	1	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	24,710	7,469	32,179
8 July 2013	Shenzhen	To pay a courtesy visit and exchange views with officials of the Shenzhen Municipal Education Bureau, and visit schools for Hong Kong children	2	No expenses as no over-night stay	No air passage (by car)	3,124	3,124
28 July to 2 August 2013	Singapore and Australia	To lead the Committee on Free Kindergarten Education to study the kindergarten education in Australia, and taking the opportunity to study the use of information technology in education in Singapore	2	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	123,261	67,639	190,900
25 September to 1 October 2013	Shanghai and Beijing	To lead the National Day Delegation from the Education Sector of about 100 members to participate in activities and exchange views with local officials and organisations in Shanghai and Beijing on education collaboration	2	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	25,380	52,389 [in-town transport sponsored by the Ministry of Education and the sponsored amount is not available]	77,769

Date of visit	Place of visit	Purpose of visit (Note 1)	Number of official entourage from SED's Office	(A) Expenses on accommodation (\$) (Note 2)	(B) Expenses on air passage (\$) (Note 3)	(C) Other expenses (\$) (Note 4)	Total expenditure incurred by SED & official entourage from SED's Office (\$) (A)+(B)+(C)
2 to 3 December 2013	Guangzhou and Nansha	To pay a visit to the research institute of Hong Kong University of Science and Technology in Nansha and make courtesy call on the Department of Education of Guangdong Province for cooperation	2	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	No air passage (by train and ferry)	12,404	12,404
15 to 17 December 2013	Indonesia	To lead some 100 secondary students for an exchange visit to Jakarta and meet with Indonesian education officials and organisations to exchange views on education policy and cooperation matters	2	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	24,670	16,882	41,552
19 to 23 January 2014	United Kingdom	To attend and deliver a speech at the annual Education World Forum upon invitation by the UK Ministry of Education and to exchange views with dozens of ministers on education policy and collaboration	2	18,035	159,478	22,951	200,464
28 February to 2 March 2014	Shanghai	Being invited to attend the International Convention on Science of Learning, especially on social influences on learning; language, bilingualism and multicultural learning; and technologies for learning purposes	1	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	11,028	10,621	21,649
27 to 30 March 2014	New Zealand	To represent Hong Kong at the annual International Summit on the Teaching Profession upon invitation. To examine the best practices worldwide for strengthening the teaching profession and raising student achievements. Attendees included more than 200 education officials and	1	- [hotel accommodation sponsored by the New Zealand Ministry of Education in the amount of around	53,250	11,075 [in-town transport sponsored by the New Zealand Ministry of Education in the amount of	64,325

Date of visit	Place of visit	Purpose of visit (Note 1)	Number of official entourage from SED's Office	(A) Expenses on accommodation (\$) (Note 2)	(B) Expenses on air passage (\$) (Note 3)	(C) Other expenses (\$) (Note 4)	Total expenditure incurred by SED & official entourage from SED's Office (\$) (A)+(B)+(C)
		teacher representatives from around the world		\$7,300]		around \$4,000]	
19 to 24 May 2014	Belgium and Finland	To pay a duty visit to the European Union (EU) and Finland to observe their education systems. To strengthen Hong Kong's education ties with EU countries, particularly in vocational education, multilingual education, teacher training as well as the use of information and communication technology in education	2	23,816	195,583	19,041	238,440
29 June to 3 July 2014	Beijing and Shanghai	To lead the "Passing on the Torch" Mainland Exchange Programme delegation comprising more than 600 students and teachers to visit Beijing and Shanghai	2	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	17,129	25,950	43,079
31 July to 2 August 2014	Ningbo	To lead a delegation of the Hong Kong education sector (about 50 people) to Ningbo to participate in a series of Ningbo-Hong Kong education exchange activities. To give opening remarks and witness the signing of education cooperation documents by higher education and vocational education institutions as well as sister school agreements by primary and secondary schools of the two places	2	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	13,920	11,419 [in-town transport sponsored by the Ningbo Education Bureau in the amount of around \$1,000]	25,339
21 August 2014	Shenzhen	Working meeting with the Director of the Shenzhen Municipal Education Bureau on education issues of mutual concern (including the issue of cross-boundary students)	2	No expenses as no over-night stay	No air passage (by car)	1,946	1,946

Date of visit	Place of visit	Purpose of visit (Note 1)	Number of official entourage from SED's Office	(A) Expenses on accommodation (\$) (Note 2)	(B) Expenses on air passage (\$) (Note 3)	(C) Other expenses (\$) (Note 4)	Total expenditure incurred by SED & official entourage from SED's Office (\$) (A)+(B)+(C)
30 to 31 October 2014	Hangzhou	To officiate at a launching ceremony for an online exchange platform for Zhejiang and Hong Kong sister schools upon invitation, as well as attending a forum on digital education. To deliver a speech at the forum and witness the signing of agreements between two pairs of schools in Hong Kong and Zhejiang to form sister schools	1	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	11,700	4,074 [in-town transport sponsored by the Zhejiang Provincial Government and the sponsored amount is not available]	15,774
3 to 8 November 2014	Germany and Switzerland	To lead an education delegation to visit Germany and Switzerland to conduct an intensive study on their vocational education systems and good practices in promoting young persons' career development	2	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	123,147	52,309	175,456
5 to 7 December 2014	Nanjing	To lead a delegation of over 200 Hong Kong secondary school students studying Chinese History and teachers to participate in the "Passing on the Torch" Platform Programme Series: An Exploration into the History and Culture in Nanjing	2	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	14,314	11,246 [in-town transport sponsored by the Hong Kong and Macao Affairs Office of Jiangsu Provincial Government and the sponsored amount is not available]	25,560

Date of visit	Place of visit	Purpose of visit (Note 1)	Number of official entourage from SED's Office	(A) Expenses on accommodation (\$) (Note 2)	(B) Expenses on air passage (\$) (Note 3)	(C) Other expenses (\$) (Note 4)	Total expenditure incurred by SED & official entourage from SED's Office (\$) (A)+(B)+(C)
7 to 8 January 2015	Malaysia	To enhance the education link with ASEAN countries, to promote Hong Kong's education and strengthen cooperation between Malaysia and Hong Kong	1	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	13,720	5,919	19,639
30 January 2015	Guangzhou (GZ) and Shenzhen	To accompany the Chief Executive in meetings with Guangdong (GD) and Shenzhen leadership	-	No expenses as no over-night stay	No air passage (by train)	125 [in-town transport in GZ sponsored by the GD Provincial Government in the amount of around \$90]	125
27 to 31 March 2015	Canada	To lead a delegation to attend the International Summit on Teaching Profession 2015 and to exchange views with other ministers of education, especially on career life planning education and kindergarten education	2	7,545 [hotel accommodation sponsored by the Council of Ministers of Education, Canada, in the amount of around \$6,205]	150,440	25,695	183,680
6 May 2015	Shenzhen	Working meeting with Shenzhen Municipal Education Bureau	2	No expenses as no over-night stay	No air passage (by car)	0	0
7 to 8 May 2015	Zhuhai	Upon invitation, to deliver a speech at the 10th anniversary celebratory event of the United International College jointly founded by Beijing Normal University and Hong Kong Baptist, and	2	2,430	No air passage (by ferry)	6,640	9,070

Date of visit	Place of visit	Purpose of visit (Note 1)	Number of official entourage from SED's Office	(A) Expenses on accommodation (\$) (Note 2)	(B) Expenses on air passage (\$) (Note 3)	(C) Other expenses (\$) (Note 4)	Total expenditure incurred by SED & official entourage from SED's Office (\$) (A)+(B)+(C)
		hold discussion with officials of the Zhuhai Municipal Education Bureau					
18 to 19 May 2015	Guangzhou and Zhongshan	Working meetings with the Department of Education of Guangdong Province and the Zhongshan Government	3	[hotel accommodation sponsored by the Hong Kong and Macao Affairs Office of the People's Government of Guangdong Province in the amount of around \$2,080]	No air passage (by train and ferry)	4,612	4,612
6 June 2015	Huizhou and Shunde	To lead Hong Kong university students to join a one-day career and life planning education programme and visit enterprises there	1	No expenses as no over-night stay	No air passage (by car)	7,390	7,390
24 to 25 June 2015	Fujian	To pay a courtesy visit to the Fujian Provincial Department of Education and the Xiamen Municipal Education Bureau, and to visit local universities for education cooperation	2	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	13,680	6,647	20,327
17 to 18 July 2015	Beijing	To officiate at an opening ceremony of the Beijing, Hong Kong and Macau Student Exchange Camp; and to attend a working meeting with the Ministry of Education in Beijing	2	5,047	23,000	5,688	33,735

Date of visit	Place of visit	Purpose of visit (Note 1)	Number of official entourage from SED's Office	(A) Expenses on accommodation (\$) (Note 2)	(B) Expenses on air passage (\$) (Note 3)	(C) Other expenses (\$) (Note 4)	Total expenditure incurred by SED & official entourage from SED's Office (\$) (A)+(B)+(C)
26 July to 1 August 2015	USA and Belgium (EU)	Duty visit to USA / EU funding and research agencies in the higher education sector on education and research policies and funding strategies, especially STEM education	2	11,928	170,285	56,122	238,335
2 to 4 September 2015	Beijing	To attend commemorative activities of the 70th Anniversary of the Victory of War of Resistance against Japanese Aggression	-	- [hotel accommodation sponsored by the State Council's Hong Kong and Macao Office in the amount of around \$1,550]	10,217	2,190 [in-town transport sponsored by the State Council's Hong Kong and Macao Office in the amount of around \$142]	12,407
28 September to 1 October 2015	Beijing	To lead a delegation from the educational sector of Hong Kong to participate in professional exchange activities in Beijing and Chengde	2	12,870	21,449	16,881	51,200
13 to 15 October 2015	Singapore	To attend a higher education international conference and to hold discussion with officials of the Ministry of Education of Singapore	2	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	22,804	28,470	51,274

Date of visit	Place of visit	Purpose of visit (Note 1)	Number of official entourage from SED's Office	(A) Expenses on accommodation (\$) (Note 2)	(B) Expenses on air passage (\$) (Note 3)	(C) Other expenses (\$) (Note 4)	Total expenditure incurred by SED & official entourage from SED's Office (\$) (A)+(B)+(C)
2 to 3 November 2015	Guangzhou and Shenzhen	To lead a delegation of presidents and vice-presidents of the eight UGC-funded institutions for a visit to Guangdong Province leadership and to attend a Guangdong/Hong Kong university presidents' forum in Guangzhou	2	5,234	No air passage (by car)	9,058	14,292
17 November 2015 (p.m. only)	Guangzhou	To officiate at the opening ceremony of a national competition of extra-curricular academic and technological projects by university students	1	No expenses as no over-night stay	No air passage (by car)	6,550	6,550
27 to 28 January 2016	Beijing	To meet officials of the Ministry of Education and the Beijing Municipal Education Commission to exchange views on education initiatives/ policies 2016	2	4,825	23,000	5,803	33,628
10 to 12 May 2016	Chengdu	To join a visit led by the Chief Secretary for Administration to visit Sichuan to conclude the support work in the reconstruction of areas stricken by the earthquake in Wenchuan in 2008	1	4,191	19,636	3,620	27,447
25 May 2016	Nansha	To officiate at the 2016 Nansha-Hong Kong Sister School Contract Signing Ceremony cum Cultural Exchange Activities	2	No expenses as no over-night stay	No air passage (by car)	4,600	4,600
14 June 2016	Shenzhen	To have a meeting with the Shenzhen Municipal Education Bureau and visit two hi-tech enterprises for exchanges on technology education and career and life planning education	2	No expenses as no over-night stay	No air passage (by car)	4,081	4,081

Date of visit	Place of visit	Purpose of visit (Note 1)	Number of official entourage from SED's Office	(A) Expenses on accommodation (\$) (Note 2)	(B) Expenses on air passage (\$) (Note 3)	(C) Other expenses (\$) (Note 4)	Total expenditure incurred by SED & official entourage from SED's Office (\$) (A)+(B)+(C)
20 to 21 July 2016	Shenzhen and Guangzhou	To attend the Hong Kong/ Guangdong Universities High Level Meeting and conduct education exchanges in Shenzhen and Guangzhou	2	3,956	No air passage (by car)	7,312	11,268
17 to 18 August 2016	Beijing	To have meetings with the Ministry of Education and the Beijing Municipal Education Commission respectively	2	4,889	23,051	3,583	31,523
14 September 2016	Guangzhou	To attend the 19th Plenary of the Hong Kong-Guangdong Co-operation Joint Conference	-	No expenses as no over-night stay	No air passage (by train)	420 [in-town transport sponsored by the Guangdong Provincial Government and the sponsored amount is not available]	420
2 to 9 October 2016	Peru and USA	To attend the 6th Asia-Pacific Economic Cooperation Education Ministerial Meeting in Lima, Peru and to visit San Francisco, USA for education exchanges	2	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	364,177	41,147	405,324
20 to 22 October 2016	Shanghai	To have a meeting with the Shanghai Municipal Education Commission; and to join Hong Kong secondary school students in a Mainland exchange programme	2	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	21,610	18,063	39,673

Date of visit	Place of visit	Purpose of visit (Note 1)	Number of official entourage from SED's Office	(A) Expenses on accommodation (\$) (Note 2)	(B) Expenses on air passage (\$) (Note 3)	(C) Other expenses (\$) (Note 4)	Total expenditure incurred by SED & official entourage from SED's Office (\$) (A)+(B)+(C)
3 to 4 November 2016	Shenzhen	To officiate at the Guangdong-Hong Kong Sister School Contract Signing Ceremony and to attend the Shenzhen-Hong Kong Principals' Forum 2016	2	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	No air passage (by car)	11,694	11,694
10 to 11 November 2016	Beijing	To attend an international education symposium organised by the Organisation for Economic Co-operation and Development	-	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	11,645	2,564	14,209
15 November 2016	Guangzhou	To address the founding ceremony of the Guangdong-Hong Kong-Macau University Alliance	1	No expenses as no over-night stay	No air passage (by train)	1,317	1,317
28 to 29 November 2016	Malaysia	To have a meeting with officials of the Malaysian Ministry of Higher Education in Kuala Lumpur to exchange views on education issues of mutual concern, and to finalise the arrangements for the Hong Kong Scholarship for "Belt and Road" Students (Malaysia)	2	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	44,626	7,186	51,812
6 to 7 December 2016	Shanghai	To attend the 4th meeting of the China-UK High-Level People-to-People Dialogue	1	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	10,862	7,187	18,049

Date of visit	Place of visit	Purpose of visit (Note 1)	Number of official entourage from SED's Office	(A) Expenses on accommodation (\$) (Note 2)	(B) Expenses on air passage (\$) (Note 3)	(C) Other expenses (\$) (Note 4)	Total expenditure incurred by SED & official entourage from SED's Office (\$) (A)+(B)+(C)
15 December 2016	Nansha	To attend the Guangdong-Hong Kong-Macau forum on education co-operation, innovation and entrepreneurship	2	No expenses as no over-night stay	No air passage (by car and by ferry)	4,252	4,252
14 to 15 February 2017	Beijing	To have meetings with the Ministry of Education and the Beijing Municipal Education Commission respectively	2	4,860	23,380	3,936	32,176
19 to 21 February 2017	Thailand	To have a meeting with the Thai Ministry of Education in Bangkok to explore opportunities for education co-operation, and to finalise the arrangements for the Hong Kong Scholarship for "Belt and Road" Students (Thailand)	2	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	13,977	13,998	27,975
10 to 11 March 2017	Haikou	To have a meeting with the Education Department of Hainan Province to explore cooperation in educational matters	1	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	5,824	4,839	10,663

Notes :

- (1) The Secretary for Education would meet local students from Hong Kong where possible.
- (2) The arrangement of hotel accommodation was provided in accordance with the relevant Civil Service Regulations and guidelines.
- (3) Proper class of passages was provided in accordance with the relevant Civil Service Regulations and guidelines, taking into account factors including rank of post, flying time, flight schedule and details.
- (4) Other expenses include overseas subsistence allowance and other incidental expenses related to the duty visits outside Hong Kong. The subsistence allowance is provided in accordance with the relevant Civil Service Regulations and guidelines, which is intended to cover, inter alia, the cost of accommodation, meals and in-town travelling.

- End -

CONTROLLING OFFICER'S REPLY**EDB148****(Question Serial No. 0951)**

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 list separately the Education Bureau's actual expenditure on salaries payable to the Secretary for Education, Under Secretary for Education and Political Assistant to Secretary for Education since 2012-13, together with the revised estimates for 2016-17 and estimated expenditure for 2017-18.

Asked by: Hon LAU Ip-keung, Kenneth (Member Question No. 44)

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	2016-17
	<i>(from 1 July 2012 to 31 March 2013)</i>				
Secretary for Education	2.54	3.38	3.42	3.58	3.58
Under Secretary for Education	0.89*	2.20	2.22	2.33	2.33
Political Assistant to Secretary for Education	0.48*	1.18	1.20	1.25	1.25

* The respective posts were vacant from 1 July 2012 to 4 November 2012.

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 2017-18 are \$3.58 million, \$2.33 million and \$1.25 million respectively.

- End -

CONTROLLING OFFICER'S REPLY**EDB149****(Question Serial No. 0954)**

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

Apart from public sector schools, subsidised primary and secondary school places are offered in Direct Subsidy Scheme (DSS) schools and English Schools Foundation (ESF) schools, both of which receive recurrent subsidies from the Government. In this connection, would the Administration please inform this Committee:

- 1) of the current state of DSS schools receiving a government subsidy with all the details, including school names, tuition fees, the number of subsidised places in each school in the past 5 years, the amount of subsidy disbursed to each school in each of the past 5 years, and the estimated expenditure in this regard for the coming year, set out in a table;
- 2) of the amount of subsidy disbursed to ESF primary and secondary schools as well as details of ESF projects subvented by the Government in each of the past 5 years, the estimated expenditure in this regard for the coming year, and the current tuition fees of respective schools; and
- 3) whether the Administration has reviewed the financial position of individual ESF schools, since the recurrent subsidies for ESF have started to phase out in 13 years from the 2016/17 school year onwards; whether a reduction in subsidies will exert pressure on their operations; and whether it will be necessary to provide additional support to these schools to tide them over; if so, of the details.

Asked by: Hon LAU Ip-keung, Kenneth (Member Question No. 45)

Reply:

(1) Information on the names and tuition fees of the Direct Subsidy Scheme (DSS) schools in the 2016/17 school year is tabulated at the Annex.

The Government does not provide subsidy to DSS schools based on the number of places. A block grant of recurrent subvention is provided to individual DSS schools on the basis of the average unit cost of an aided school place of the respective level and the number of student intakes which is bounded by the enrolment ceiling. As DSS schools admit students on a territory-wide basis, instead of providing information on each school, the total number of places in all DSS schools in the past 5 years is set out below:

School Year	2012/13	2013/14	2014/15	2015/16	2016/17
Total Number of Places	73 217	74 020	73 737	73 202	72 731

The total amount of recurrent subvention disbursed to DSS schools in the past 5 years and the estimated amount for the 2017/18 school year is tabulated below:

Financial Year	Recurrent subvention (\$ million)
2012-13	2,921
2013-14	3,119
2014-15	3,383
2015-16	3,661
2016-17 (Revised Estimate)	3,821
2017-18 (Estimate)	3,989

(2) & (3) The review of the subvention arrangement for the English Schools Foundation (ESF) was completed in mid-2013. As reported at the meeting of the Legislative Council Panel on Education on 9 July 2013, after intensive negotiations, the Board of Directors of ESF formally accepted the agreed arrangement for the phasing out of the government subvention for ESF in June 2013. According to the agreed arrangement, among others, the recurrent subvention for ESF's mainstream primary and secondary schools of \$249.7 million has been maintained for three more years from the 2013/14 to 2015/16 school years. From the 2016/17 school year onwards, the annual recurrent subvention has started to phase out within 13 years at an average amount of \$19.2 million per year until the 2028/29 school year. The existing annual recurrent subvention of \$28.3 million for students with special educational needs (SEN) in ESF's mainstream schools as well as its special school are excluded from the phasing out arrangement and frozen at the current level pending further review.

While noting the unavoidable impact of the phasing-out of the government subvention on future tuition fees, ESF has undertaken to work out future tuition fees by taking into account all relevant factors, including ESF fees vis-à-vis other international schools, market situation, inflation, efficiency savings, if any and so on when agreeing with the terms for the phasing-out arrangement. We have also appealed to ESF to explore other sources of income and feasible saving measures to keep the fee level as low as possible and at the same time absorb part of the reduced subvention. In processing ESF's annual fee revision application, we will take into consideration, among other factors, ESF's financial position including the audited accounts. We will continue to work closely with ESF to exchange views on issues of concerns, in particular ESF's longer term development plan which would have a bearing on the financial planning.

The amount of recurrent subvention for ESF's mainstream primary and secondary schools in the past 5 years and the coming year is set out as follows:

School Year	Recurrent Subvention (\$ million)
2012/13	249.7
2013/14	249.7
2014/15	249.7
2015/16	249.7
2016/17	232.7
2017/18	215.8

As regards the tuition fees, ESF charges the same level of fees for primary schools and secondary schools under its operation. The approved fees per annum for the 2016/17 school year are set out below:

Year 1	\$100,700
Year 2 - Year 6	\$83,500
Year 7 - Year 11	\$115,700
Year 12 - Year 13	\$121,500

Tuition Fees of Direct Subsidy Scheme (DSS) Schools for the 2016/17 School Year

Table 1: DSS Primary Schools

Name of School	Annual Tuition Fees of Each Level <small>Note 1 & Note 2</small>					
	P1	P2	P3	P4	P5	P6
HKUGA Primary School	26,200	26,200	26,200	26,200	26,200	26,200
Hon Wah College <small>Note 3</small>	15,980	15,980	15,980	15,980	15,980	15,980
St. Paul's Co-educational College Primary School	60,000	60,000	60,000	60,000	60,000	60,000
St. Paul's College Primary School	30,000	30,000	30,000	30,000	30,000	30,000
Diocesan Boys' School <small>Note 3</small>	42,750	42,750	42,750	42,750	42,750	42,750
PLK Lam Man Chan English Primary School	12,800	12,800	12,800	12,800	12,800	12,800
Fukien Secondary School Affiliated School	30,000	30,000	30,000	30,000	30,000	30,000
Evangel College <small>Note 3</small>	16,300	16,300	16,300	16,300	16,300	16,300
G. T. (Ellen Yeung) College <small>Note 3</small>	34,100	34,100	36,300	36,300	38,280	38,280
HKCCC Union Logos Academy <small>Note 3</small>	26,040	26,040	26,040	26,040	26,040	N/A
PLK Luk Hing Too Primary School	13,000	13,000	13,000	13,000	13,000	13,000
Lingnan University Alumni Association (Hong Kong) Primary School	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>	44,160	44,160	42,770	39,930	39,930	39,930
Ying Wa Primary School	15,000	15,000	15,000	15,000	15,000	15,000
PLK Camoes Tan Siu Lin Primary School	15,800	15,800	15,800	15,800	15,800	15,800
HKBU Affiliated School Wong Kam Fai Secondary and Primary School <small>Note 3</small>	37,300	37,300	37,300	37,300	37,300	37,300
Pui Kiu College <small>Note 3</small>	23,900	23,900	23,900	23,900	23,900	23,900
Delia (Man Kiu) English Primary School	7,370	7,370	7,370	7,370	7,370	7,370
PLK HKTA Yuen Yuen Primary School	10,500	10,500	10,500	10,500	10,500	10,500
ELCHK Lutheran Academy <small>Note 3</small>	65,910	58,590	52,080	46,300	41,160	36,750
WF Joseph Lee Primary School	13,700	13,700	13,700	13,700	13,700	13,700

Table 2: DSS Secondary Schools

Name of School	Annual Tuition Fees of Each Level <small>Note 1 & Note 2</small>					
	S1	S2	S3	S4	S5	S6
St. Paul's Co-educational College	55,000	55,000	55,000	55,000	55,000	55,000
St. Paul's College	38,000	38,000	38,000	38,000	38,000	38,000
Hon Wah College <small>Note 3</small>	17,150	17,150	17,150	17,150	17,150	17,150
Kiangsu-Chekiang College	5,915	5,915	5,915	5,915	5,915	5,915
Pui Kiu Middle School	7,540	7,540	7,540	11,480	11,480	11,480
The Chinese Foundation Secondary School	15,600	15,600	15,600	20,800	20,800	20,800
Buddhist Fat Ho Memorial College	5,450	5,450	5,450	5,450	5,450	5,450
Caritas Charles Vath College	N/A	N/A	N/A	8,400	8,400	8,400
YMCA of Hong Kong Christian College	37,000	35,000	33,000	34,000	31,000	28,000
HKUGA College	35,000	36,000	37,000	38,000	39,000	40,000
St. Stephen's College	64,500	64,500	64,500	64,500	64,500	64,500
CCC Kung Lee College	N/A	N/A	N/A	13,710	13,710	13,710
Confucius Hall Secondary School	4,000	4,000	4,000	3,600	3,180	1,800
St. Paul's Convent School	25,000	25,000	25,000	27,500	27,500	27,500
Diocesan Boys' School <small>Note 3</small>	45,900	45,900	45,900	45,900	45,900	45,900
Heep Yunn School	32,000	32,000	30,000	33,000	33,000	N/A
HKICC Lee Shau Kee School of Creativity	N/A	N/A	N/A	27,600	27,600	26,000
PLK Ngan Po Ling College	31,000	31,000	31,000	31,000	31,000	31,000
Workers' Children Secondary School	3,672	3,672	3,672	9,048	9,048	9,048
Delia Memorial School (Hip Wo)	0	0	0	3,000	3,000	3,000
Delia Memorial School (Matteo Ricci)	0	0	0	3,000	3,000	3,000
Delia Memorial School (Yuet Wah)	N/A	N/A	N/A	3,000	3,000	3,000
ECF Saint Too Canaan College	23,200	23,200	23,200	20,700	15,700	15,700
Fukien Secondary School	17,200	17,200	17,200	17,200	16,680	16,680
Mu Kuang English School	2,000	2,000	2,000	2,000	N/A	N/A
United Christian College (Kowloon East)	26,000	26,000	26,000	26,000	23,000	23,000
Creative Secondary School	72,220	72,220	76,630	76,630	81,750	81,800
Evangel College <small>Note 3</small>	19,970	19,970	19,970	19,970	19,970	19,970
G. T. (Ellen Yeung) College <small>Note 3</small>	38,280	40,480	40,480	42,680	42,680	42,680
Heung To Secondary School (Tseung Kwan O)	4,890	4,890	4,890	8,130	8,130	8,130
HKCCC Union Logos Academy <small>Note 3</small>	29,430	29,430	29,430	29,430	29,430	29,430
PLK Laws Foundation College	18,000	18,000	18,000	22,000	22,000	22,000
QualiEd College	8,550	8,550	8,550	8,550	8,550	8,550
Chan Shu Kui Memorial School	700	700	700	6,000	6,000	6,000
China Holiness College	3,230	3,230	3,230	7,080	7,080	9,800
Delia Memorial School (Broadway)	0	0	0	3,000	3,000	3,000
Delia Memorial School (Glee Path)	0	0	0	3,000	3,000	3,000
Heung To Middle School	4,890	4,890	4,890	8,630	8,630	8,630
St. Margaret's Co-educational English Secondary and Primary School <small>Note 3</small>	39,140	39,140	38,580	37,610	34,710	30,135
Tsung Tsin Christian Academy	33,100	33,100	33,100	31,700	31,700	31,700
Wai Kiu College	3,000	3,000	3,000	3,200	3,200	3,200
Ying Wa College	18,800	18,800	18,800	18,800	18,800	18,800
Good Hope School	35,000	35,000	35,000	45,000	45,000	45,000
Diocesan Girls' School	38,000	38,000	38,000	38,000	38,000	38,000
HKMA David Li Kwok Po College	29,240	30,700	32,230	34,160	34,160	34,000
Kowloon Sam Yuk Secondary School	2,310	2,310	2,310	2,310	2,180	2,070
Fanling Lutheran Secondary School	5,500	5,500	5,500	6,500	6,500	6,500
HKBU Affiliated School Wong Kam Fai Secondary and Primary School <small>Note 3</small>	37,300	37,300	37,300	37,300	37,300	37,300
Lam Tai Fai College	22,800	22,800	22,800	22,800	22,800	22,800

Name of School	Annual Tuition Fees of Each Level <small>Note 1 & Note 2</small>					
	S1	S2	S3	S4	S5	S6
Li Po Chun United World College of Hong Kong	N/A	N/A	N/A	N/A	Note 4	Note 4
Pui Kiu College <small>Note 3</small>	26,300	26,300	26,300	33,100	33,100	33,100
St. Margaret's Girls' College, Hong Kong	N/A	N/A	N/A	13,500	13,500	13,500
Stewards Pooi Kei College	19,000	19,000	19,000	19,500	19,500	19,500
Tak Sun Secondary School	22,000	22,000	22,000	22,000	22,000	22,000
Law Ting Pong Secondary School	15,300	15,300	15,300	15,920	18,980	18,980
Tai Po Sam Yuk Secondary School	6,950	6,950	6,950	6,470	6,470	5,350
Chinese Y.M.C.A. Secondary School	12,500	12,500	12,500	12,500	12,500	12,500
ELCHK Lutheran Academy <small>Note 3</small>	66,190	59,100	53,490	66,530	61,610	57,050
Heung To Middle School (Tin Shui Wai)	4,280	4,280	4,280	5,480	5,480	5,480
HKFYG Lee Shau Kee College	22,800	22,800	22,800	34,200	34,200	34,200
Pak Kau College	4,050	4,050	4,050	4,050	4,050	4,050

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

Note 2: The tuition 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 only operates non-local curriculum.

- End -

CONTROLLING OFFICER'S REPLY**EDB150****(Question Serial No. 0964)**

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

Regarding the recent spate of student suicides, would the Administration please advise this Committee of :

- (1) the respective yearly expenditures on the School-based Educational Psychology Service for public sector primary and secondary schools in the past 5 years and the content of the service;
- (2) the estimated expenditure on the School-based Educational Psychology Service in the coming year and whether there is an increase/decrease as compared with the previous year; the reasons for any decrease and the content of the service;
- (3) the number of educational psychologists or school social workers in public sector primary and secondary schools, the manpower ratios and ways to optimise their services;
- (4) whether the Administration will review the existing education system to see if it creates too much pressure on students and the possible ways to prevent recurrence of student suicides;
- (5) the latest progress on the Government's plan to progressively improve 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.

Asked by: Hon LAU Ip-keung, Kenneth (Member Question No. 46)

Reply:

(1) to (3) and (5)

The expenditure incurred for the provision of the School-based Educational Psychology Service (SBEPS) for public sector primary and secondary schools from the 2012/13 to 2016/17 school years is tabulated below:

School Year	2012/13 (actual)	2013/14 (actual)	2014/15 (actual)	2015/16 (actual)	2016/17 (revised estimate)
Expenditure (\$ million)	56	72	85	103	146

Under the SBEPS, one educational psychologist (EP) serves six to ten public sector schools (including both primary and secondary schools). They visit schools regularly 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.

The SBEPS has covered all public sector primary and secondary schools from the 2016/17 school year. The Government has further enhanced 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 from the 2016/17 school year. With the enhanced provision of SBEPS, the schools will be better supported in catering for student diversity. Apart from helping the schools strengthen their preventive and developmental work, EPs 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. By the 2017/18 school year, the enhanced provision will cover about 80 primary and secondary schools. There are 138 EPs involved in the provision of SBEPS to public sector primary and secondary schools in the 2016/17 school year.

The estimated expenditure for the provision of SBEPS in the 2017/18 school year is \$153 million. The increase in estimated expenditure for the 2017/18 school year is mainly due to the enhanced provision for more schools.

(4)

The Education Bureau (EDB) works alongside the Curriculum Development Council in reviewing on an ongoing basis the primary and secondary curricula to explore ways of catering better for learner diversity and creating more space for students to achieve their whole-person development. Schools are also advised to regulate the amount of homework given to students each day so as to ensure that they would have enough time to rest, play and develop their own interests.

Moreover, EDB has been reviewing the relevant domains of the education system with a view to supporting and addressing the developmental and diverse needs of students. EDB continues to encourage and support schools in implementing the suggestions made in the review of the New Academic Structure, so as to support the diverse learning needs of schools and students. Measures include: increasing the flexibility in deploying lesson time, trimming, enhancing or updating curriculum contents and assessment arrangements, clarifying the breadth and depth of subject curricula; implementing School-based Assessment in fewer subjects and improving its implementation to reduce student and teacher workload, arranging accreditation of more Applied Learning courses under the Qualifications Framework and increasing opportunities for Industrial Attachment, and encouraging students interested in vocational training or joining the workforce to study two Applied Learning courses, etc.

As announced in the 2017 Policy Address, there will be various measures to provide multiple pathways and further study opportunities for young people so that they can develop according to their capacities and interests. The measures include launching a vocational English programme with the support from the Language Fund for senior secondary students who aspire to pursue vocational and professional education and training or who are prepared to work, with a view to enhancing their English proficiency and enabling them to obtain relevant qualifications from recognised courses for further studies and employment. The Government decides to regularise the Study Subsidy Scheme for Designated Professions/Sectors after the pilot run, making it a recurrent initiative from the 2018/19 academic year onwards and the number of subsidised degree places would be increased. Current students of the designated programmes will also receive the subsidy from the 2018/19 academic year.

- End -

CONTROLLING OFFICER'S REPLY

EDB151

(Question Serial No. 3039)

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

In 2016-17, how many schools in Hong Kong have turned the Senior Secondary Curriculum Support Grant and the Career and Life Planning Grant into regular teaching posts? How many teaching posts are involved? Take government secondary schools as an example, please list how much resources was left in each school for life planning education activities and related counselling service after turning the grants into teaching posts?

Asked by: Hon LAU Kwok-fan (Member Question No.15)

Reply:

In the 2016/17 school year, slightly more than 230 public sector secondary schools have turned either or both the Senior Secondary Curriculum Support Grant and Career and Life Planning Grant (CLPG) into regular teaching posts, providing some 370 additional regular teaching posts. This measure can facilitate the consolidation of school-based experience and provide more stable teacher manpower for schools in implementing life planning education (LPE). To facilitate schools' smooth transition and gainful deployment of the new teaching post, schools which have converted CLPG into regular teaching posts in the 2016/17 or 2017/18 school year are provided with the Transitional Career and Life Planning Grant, at the amount of \$100,000. In line with school-based management, schools can flexibly deploy different grants within the appropriate ambit at the same time together with the surpluses of the Expanded Operating Expenses Block Grant / Operating Expenses Block Grant to support the provision of necessary services for meeting students' needs. Besides, schools can also make use of community resources such as various funding schemes launched by the Government / charity funds for enhancement of LPE.

- End -

CONTROLLING OFFICER'S REPLY**EDB152****(Question Serial No. 3040)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education

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

Director of Bureau: Secretary for Education

Question:

“Apart from public sector schools, subsidised primary school places are offered in Direct Subsidy Scheme (DSS) schools and English Schools Foundation (ESF) schools, both of which receive recurrent subsidies from the Government. The recurrent subsidies for ESF have started to phase out in 13 years from the 2016/17 school year onwards.” In this connection, please provide the respective numbers of subsidised primary school places offered DSS and ESF in the past 5 years, as well as the amount of recurrent subsidies provided by the Government

Asked by: Hon LAU Kwok-fan (Member Question No. 16)

Reply:

The Government does not provide subsidy to the Direct Subsidy Scheme (DSS) schools based on the number of places. A block grant of recurrent subvention is provided to individual DSS schools on the basis of the average unit cost of an aided school place of the respective level and the number of student intakes which is bounded by the enrolment ceiling. Information on the total number of places and the amount of recurrent subvention disbursed to DSS primary schools in the past 5 years are tabulated below:

School Year	Total Number of Places	Recurrent Subvention (\$ million) ^{Note 1}
2012/13	15 438	609
2013/14	15 598	659
2014/15	15 909	729
2015/16	15 862	802
2016/17	16 125	844 (Revised Estimate)

Note 1: The provision of the recurrent subvention is calculated on a financial year basis.

The review of the subvention arrangement for the English Schools Foundation (ESF) was completed in mid-2013. Following the discussion by the Legislative Council Panel on Education in July 2013, the annual recurrent subvention for ESF schools (excluding those relating to the support for students with special educational needs) has started to phase out within 13 years at an average amount of \$19.2 million per year from the 2016/17 school year onwards.

The amount of recurrent subvention for ESF's mainstream primary schools and the number of places offered by these schools in the past 5 years is set out as follows:

School Year	No of Places Offered	Recurrent Subvention (\$ million)
2012/13	6 120	101.7
2013/14	6 120	101.7
2014/15	6 120	101.7
2015/16	6 120	101.7
2016/17 #	6 120	84.8

With the phasing-out of the recurrent subvention from the 2016/17 school year, part of the places offered by the ESF mainstream primary schools are not covered by the subvention.

- End -

CONTROLLING OFFICER'S REPLY

EDB153

(Question Serial No. 3041)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (3) Primary Education, (4) Secondary Education
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

Please provide a breakdown of the numbers of students with special educational needs (SEN) studying in public sector mainstream primary and secondary schools between the 2013/14 and 2016/17 school years by their grade level and major SEN type.

Asked by: Hon LAU Kwok-fan (Member Question No. 17)

Reply:

The number of students with special educational needs (SEN) studying in public sector mainstream primary and secondary schools by grade levels and by major SEN types from the 2013/14 to 2016/17 school years is set out at the Appendix. With increased awareness of SEN among the schools and parents as well as the improvement in the identification tools and mechanisms, the number of students with SEN has increased over the years.

**Number of Students with SEN Studying in
Public Sector Mainstream Primary and Secondary Schools by Grade Levels and by Major SEN Types
from the 2013/14 to 2016/17 School Years**

Specific Learning Difficulties	P1 <small>(Note 2)</small>	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2013/14	18	437	1 770	1 862	1 984	2 115	2 297	2 141	1 810	1 601	1 105	934
2014/15	13	318	1 806	2 047	1 892	2 013	2 259	2 214	2 102	1 639	1 322	982
2015/16	8	285	1 920	2 101	2 133	1 918	2 198	2 137	2 210	1 882	1 386	1 203
2016/17	2	206	2 142	2 231	2 136	2 144	2 155	2 064	2 121	2 011	1 599	1 309

Intellectual Disability	P1 <small>(Note 2)</small>	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2013/14	97	88	98	130	181	157	183	137	175	161	125	145
2014/15	76	120	126	103	134	181	180	182	152	145	130	116
2015/16	87	89	140	122	95	130	219	168	181	117	121	122
2016/17	86	119	107	130	124	105	169	199	167	151	109	112

Autism Spectrum Disorders	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2013/14	547	662	624	533	502	444	396	345	298	246	199	179
2014/15	571	684	746	694	574	532	435	442	371	314	233	190
2015/16	633	803	816	814	750	604	495	471	497	384	309	227
2016/17	683	841	943	894	874	784	588	533	509	490	376	306

Attention Deficit / Hyperactivity Disorder	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2013/14	45	200	508	648	700	751	710	709	589	482	320	204
2014/15	77	207	515	807	853	811	847	797	736	552	418	291
2015/16	133	260	605	827	1 023	1 005	938	983	846	716	486	381
2016/17	159	311	675	967	1 068	1 169	1 114	1 094	1 008	801	615	461

Physical Disability	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2013/14	12	18	23	25	16	21	32	37	43	46	33	44
2014/15	12	16	21	23	26	16	18	33	47	46	38	34
2015/16	18	15	15	17	25	26	18	21	36	47	38	34
2016/17	12	27	16	19	16	24	26	18	23	41	44	38

Visual Impairment	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2013/14	4	5	3	5	7	4	12	12	19	18	20	19
2014/15	6	5	5	3	5	7	3	14	13	24	19	20
2015/16	7	8	6	5	3	5	8	3	16	13	23	19
2016/17	1	8	8	7	4	1	7	9	11	18	12	21

Hearing Impairment	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2013/14	38	36	43	44	51	52	60	68	55	76	58	83
2014/15	44	46	38	46	44	56	57	69	71	63	69	54
2015/16	36	49	59	46	44	45	63	58	72	74	59	68
2016/17	46	43	53	62	50	42	42	58	59	71	65	56

Speech & Language Impairment	P1 (Note 2)	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2013/14	36	815	447	271	178	130	65	41	40	19	18	24
2014/15	17	916	440	261	146	112	70	48	47	23	29	23
2015/16	31	772	585	361	209	141	107	36	51	49	31	26
2016/17	18	872	601	469	337	220	135	74	58	37	22	28

Note:

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

- End -

CONTROLLING OFFICER'S REPLY**EDB154****(Question Serial No. 0976)**

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

Regarding the teacher wastage rates in the past 5 years, please provide the average annual wastage rates of primary and secondary teachers in government, subsidised, private and Direct Subsidy Scheme (DSS) schools and the annual wastage rates of the teachers by subject respectively.

Primary/Secondary Schools

Financial Type	2012/13	2013/14	2014/15	2015/16	2016/17
Government					
Aided					
Private					
DSS					

Primary Schools (By subject)

Subject	2012/13	2013/14	2014/15	2015/16	2016/17
Chinese Language					
English Language					
Mathematics					
General Studies					
Science					
Technology					
Arts					
Physical Education					

Secondary Schools (By subject)

Subject	2012/13	2013/14	2014/15	2015/16	2016/17
Chinese Language					
English Language					
Mathematics					
Liberal Studies					
Science					
Technology					
Personal, Social and Humanities Education (Except Liberal Studies)					
Arts					
Physical Education					

Asked by: Hon LAU Siu-lai (Member Question No. 3051)

Reply:

The wastage rates* of teachers in government, aided, private and Direct Subsidy Scheme schools for the school years from 2012/13 to 2016/17 are as follows:

Primary Schools

Financial Type	2012/13	2013/14	2014/15	2015/16	2016/17 (Estimate)
Government	4.2%	4.5%	4.4%	4.9%	5.6%
Aided	5.0%	4.7%	4.3%	4.5%	4.1%
Private	9.2%	6.4%	8.1%	6.8%	8.3%
Direct Subsidy Scheme	8.4%	6.6%	6.4%	8.7%	5.5%

Secondary Schools

Financial Type	2012/13	2013/14	2014/15	2015/16	2016/17 (Estimate)
Government	10.2%	6.9%	5.4%	7.8%	6.9%
Aided	8.1%	4.8%	4.8%	4.7%	4.4%
Private	28.4%	17.0%	14.8%	12.4%	16.4%
Direct Subsidy Scheme	11.5%	7.0%	6.1%	6.8%	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 2012/13 to 2016/17 are as follows:

Primary Schools

Key Learning Areas	2012/13	2013/14	2014/15	2015/16	2016/17 (Estimate)
Chinese Language Education	4.0%	3.5%	3.1%	4.0%	3.7%
English Language Education	5.6%	5.3%	4.9%	5.2%	4.5%
Mathematics Education	4.0%	3.4%	3.1%	3.2%	3.3%
Science Education [^]	6.3%	6.6%	5.9%	5.8%	4.0%
Technology Education [^]	5.9%	2.2%	0.0%	3.3%	1.6%
Personal, Social and Humanities Education [^]	12.8%	12.9%	9.6%	6.4%	10.3%
Arts Education	4.7%	3.6%	4.5%	5.0%	4.4%
Physical Education	2.4%	3.3%	4.5%	3.2%	4.3%

[^] The Primary General Studies curriculum embodies core elements of learning in the Key Learning Areas of Science Education, Technology Education and Personal, Social and Humanities Education.

Secondary Schools

Key Learning Areas	2012/13	2013/14	2014/15	2015/16	2016/17 (Estimate)
Chinese Language Education	8.4%	4.0%	4.2%	4.0%	4.7%
English Language Education	10.2%	7.6%	7.4%	6.9%	6.3%
Mathematics Education	8.5%	4.2%	4.2%	4.5%	3.9%
Science Education	8.1%	3.6%	3.9%	5.0%	4.1%
Technology Education	5.9%	3.9%	3.2%	3.4%	3.5%
Personal, Social and Humanities Education (Except Liberal Studies)	8.5%	4.8%	4.7%	5.0%	5.0%
Arts Education	5.2%	5.3%	4.4%	4.3%	5.6%
Physical Education	5.0%	3.4%	3.2%	3.0%	2.9%

The wastage rates of teachers[#] with “Liberal Studies” as the major subject taught, which are not classified under any Key Learning Areas above, for the school years from 2012/13 to 2016/17 are as follows:

Subject	2012/13	2013/14	2014/15	2015/16	2016/17 (Estimate)
Liberal Studies	9.2%	4.5%	4.5%	5.2%	3.7%

[#] 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**EDB155****(Question Serial No. 0999)**

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

The paragraph regarding school educational psychology service stated that the ratio of educational psychologist to school will be progressively improved to 1:4 for public sector primary and secondary schools with a large number of students with special educational needs. According to the information provided by the Education Bureau last year, under the School-based Educational Psychology Service (SBEPS), each educational psychologist serves 6 to 10 public sector schools, including both primary and secondary schools.

Will the Government provide the following information:

- (a) the breakdown of the numbers of primary and secondary schools by ratio of educational psychologist to school from 1:4 to 1:10 from 2014-2018 ;
- (b) the numbers of psychologists responsible for providing SBEPS and their unit costs in 2016-17 and 2017-18;
- (c) the revised estimate or estimate for the provision of SBEPS for the 2016-17 and 2017-18 financial years, and the reasons for the increase or decrease in the estimate.

Secondary School

	No. of Schools			
	2014-15	2015-16	2016-17	2017-18 (estimated)
Ratio of educational psychologist to school is 1:4				
Ratio of educational psychologist to school is 1:5				
Ratio of educational psychologist to school is 1:6				
Ratio of educational psychologist to school is 1:7				
Ratio of				

educational psychologist to school is 1:8				
Ratio of educational psychologist to school is 1:9				
Ratio of educational psychologist to school is 1:10				

Primary School

	No. of Schools			
	2014-15	2015-16	2016-17	2017-18 (estimated)
Ratio of educational psychologist to school is 1:4				
Ratio of educational psychologist to school is 1:5				
Ratio of educational psychologist to school is 1:6				
Ratio of educational psychologist to school is 1:7				
Ratio of educational psychologist to school is 1:8				
Ratio of educational psychologist to school is 1:9				
Ratio of educational psychologist to school is 1:10				

Asked by: Hon LAU Siu-lai (Member Question No. 3055)

Reply:

(a)

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). The Government has further enhanced 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 from the 2016/17 school year. The enhanced provision covers 30 primary and secondary schools in the 2016/17 school year and will cover

about 80 primary and secondary schools by the 2017/18 school year. We have not compiled a breakdown of the number of primary and secondary schools with different ratios of EP to schools, and hence are not able to provide the information.

(b) and (c)

The number of EPs providing SBEPS in the 2016/17 and 2017/18 school years is 138 and 144 respectively. The existing salary scale of an EP is \$65,740 to \$99,205 per month. The estimated expenditure for the provision of SBEPS for the 2016/17 and 2017/18 school years is \$146 million and \$153 million respectively. The increase in estimated expenditure for the 2017/18 school year is mainly due to the enhanced provision for more schools.

- End -

CONTROLLING OFFICER'S REPLY**EDB156****(Question Serial No. 1917)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

Regarding the Pilot Scheme on Promoting Interflows between Sister Schools in Hong Kong and the Mainland (the Pilot Scheme), please provide the following information:

- (a) the number of participating schools by categories of government, aided, private and Direct Subsidy Scheme (DSS) primary and secondary schools;
- (b) the amount of funding for each school and the total expenditure of the Pilot Scheme in 2016-17;
- (c) the details of the professional support under the Pilot Scheme provided by the Government; and
- (d) whether there are any unsuccessful school applications, the number of them (if there are any) and the reasons.

Finance Type	Number of participating secondary schools	Number of participating primary schools
Government		
Aided		
Private		
DSS		

Asked by: Hon LAU Siu-lai (Member Question No. 3056)

Reply:

(a)&(b) The number of schools participating in the Pilot Scheme on Promoting Interflows between Sister Schools in Hong Kong and the Mainland (Pilot Scheme) is tabulated below according to their finance type:

Finance type	Number of participating secondary school*	Number of participating primary schools*	Number of participating special schools*
Public Sector (Government, Aided and Caput)	190	200	20
Direct Subsidy Scheme	30	10	not applicable

* rounded to the nearest 10

The three-year Pilot Scheme involves a non-recurrent commitment of \$200 million for the allocation of a fixed grant of \$120,000 per school per annum to participating schools and commissioning of professional

support services. The estimate expenditure for the 2016-17 financial year is about \$49 million up to early March 2017.

(c) Under the Pilot Scheme, we have provided participating schools with professional support, including organising exchange activities and sharing sessions, offering advice on exchange activities, collecting and disseminating good practices, etc.

(d) As at end of February 2017, we have received around 470 applications for joining the Pilot Scheme in the 2015/16 or 2016/17 school year. While some 450 schools have been approved to join the Pilot Scheme, remaining applications are still under processing and there is no rejected case so far.

- End -

CONTROLLING OFFICER'S REPLY**EDB157****(Question Serial No. 0687)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education

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

Director of Bureau: Secretary for Education

Question:

Please provide the following information on government-aided primary and secondary schools in the past 5 years:

- (a) The number of regular teachers and the ratio between regular teachers and contract teachers.
- (b) The amount of recurrent funding provided by the Education Bureau for recruiting regular teachers.
- (c) The number of school-based psychologists and school-based social workers.
- (d) The amount of recurrent funding provided by the Education Bureau for recruiting school-based psychologists and school-based social workers.

Asked by: Hon LAW Kwun-chung, Nathan (Member Question No. 31)

Reply:

- (a) The posts in the approved teaching establishment of aided schools are regular posts, and teachers filling these posts (except temporary or supply teachers) are regular teachers. The number of regular teachers and ratio of regular teachers to contract teachers (i.e. those employed using cash grants from the government or schools' private funding) in aided primary and secondary schools for the school years from 2012/13 to 2016/17 are as follows:

Aided Primary Schools

School Year	Number of Regular Teachers*	Ratio of Regular Teachers to Contract Teachers
2012/13	14 630	9.9 : 1
2013/14	15 660	14.2 : 1
2014/15	16 100	12.7 : 1
2015/16	16 310	10.8 : 1
2016/17 (Estimate)	16 540	9.8 : 1

Aided Secondary Schools

School Year	Number of Regular Teachers*	Ratio of Regular Teachers to Contract Teachers
2012/13	18 750	7.9 : 1
2013/14	19 310	9.6 : 1
2014/15	19 050	9.0 : 1
2015/16	18 580	8.2 : 1
2016/17 (Estimate)	18 260	8.1 : 1

* Numbers are rounded to the nearest 10 which include regular teachers with defined contract period.

- (b) Under the existing policy and practices, the number of regular teachers in public sector schools is calculated according to the number of classes approved and the corresponding teacher-to-class ratios, and additional regular teaching posts provided under various initiatives. As teachers are remunerated according to their qualifications, years of service, etc., the amount of Government subsidy on teachers' salaries varies among schools.
- (c) The number of educational psychologists involved in the provision of School-based Educational Psychology Service (SBEPS) from the 2012/13 to 2016/17 school years is 68, 80, 99, 114 and 138 respectively. School social worker service is provided by the Social Welfare Department (SWD) through non-governmental organisations for secondary schools only. According to SWD, the number of school social worker from the 2012-13 to 2016-17 financial years is as follows:

Financial Year	2012-13	2013-14	2014-15	2015-16	2016-17 (revised estimate)
No. of school social workers*	570	570	560	560	560

* Numbers are rounded to the nearest 10.

- (d) The expenditure or estimated expenditure for the provision of SBEPS from the 2012/13 to 2016/17 school years is tabulated below:

School Year	2012/13 (actual)	2013/14 (actual)	2014/15 (actual)	2015/16 (actual)	2016/17 (revised estimate)
Expenditure (\$ million)	56	72	85	103	146

The full-year recurrent funding allocation of school social work service provided by SWD from the 2012-13 to 2016-17 financial years is tabulated below:

Financial Year	2012-13	2013-14	2014-15	2015-16	2016-17 (revised estimate)
Funding allocation (\$ million)	299	312	339	350	367

- End -

CONTROLLING OFFICER'S REPLY

EDB158

(Question Serial No. 0693)

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:

Please set out the number of candidates entered and result distribution of all subjects under Category B Applied Learning Subjects offered by the Hong Kong Examinations and Assessment Authority (HKEAA) over the past 5 years.

Asked by: Hon LAW Kwun-chung, Nathan (Member Question No. 32)

Reply:

Applied Learning (ApL) subjects are elective subjects which are offered by course providers (CPs) and approved by the Education Bureau. The assessments are undertaken by CPs, and the HKEAA is responsible for monitoring the process and the moderation of final assessment results to ensure the consistency of assessment standards.

There are variations in the list of subjects offered each year, with new subjects being added and some subjects discontinued over the years. The ApL subjects taken by candidates in the Hong Kong Diploma of Secondary Education (HKDSE) Examination from 2012 to 2016, the number of candidates entering each subject (i.e. those who took the course), as well as the number of candidates fulfilling the attendance requirement and their results are set out at **Appendix**.

Number of Candidates and Result Distribution in Applied Learning Subjects
in the HKDSE from 2012 to 2016

Area of Studies	Subject	Year	No. entered	No. of candidates fulfilling attendance requirement*	Percentage		
					Attained with Distinction	Attained or above	Unattained
Applied Science	Applied Psychology	2013	181	163	33.1	87.1	12.9
		2014	187	165	43.6	82.4	17.6
		2015	113	103	37.9	70.9	29.1
		2016	103	99	27.3	92.9	7.1
	Exercise Science and Health Fitness	2012	37	34	20.6	100.0	0.0
		2013	42	38	34.2	97.4	2.6
		2014	41	36	16.7	77.8	22.2
		2015	85	79	10.1	81.0	19.0
	Exploring Psychology	2015	43	39	59.0	92.3	7.7
		2016	63	59	35.6	98.3	1.7
	Foundation in Chinese Medicine	2015	63	62	33.9	91.9	8.1
		2016	62	62	41.9	98.4	1.6
	Fundamental Health Care	2012	93	90	28.9	94.4	5.6
		2013	83	80	20.0	86.3	13.8
		2014	53	53	35.8	94.3	5.7
		2015	44	44	20.5	90.9	9.1
		2016	35	35	25.7	100.0	0.0
	Health and Beauty Keeping in TCM	2012	86	84	22.6	90.5	9.5
		2013	86	85	20.0	83.5	16.5
		2014	77	73	24.7	84.9	15.1
	Health Care Practice	2012	186	173	35.3	98.8	1.2
		2013	140	137	33.6	96.4	3.6
		2014	202	190	27.4	97.4	2.6
		2015	226	213	28.6	98.6	1.4
		2016	123	120	22.5	95.8	4.2
	Medical Laboratory Science	2013	85	77	57.1	79.2	20.8
		2014	70	63	61.9	93.7	6.3
		2015	52	50	54.0	74.0	26.0
		2016	50	46	50.0	76.1	23.9
	Sports and Fitness Coaching	2016	134	101	27.7	85.1	14.9
	Sports Coaching and Management	2012	75	70	30.0	95.7	4.3
		2013	72	55	16.4	92.7	7.3
		2014	72	71	26.8	94.4	5.6

Area of Studies	Subject	Year	No. entered	No. of candidates fulfilling attendance requirement*	Percentage		
					Attained with Distinction	Attained or above	Unattained
Business, Management and Law	Applied Business Research	2015	7	7	14.3	71.4	28.6
		2016	5	5	20.0	100.0	0.0
	Financial Markets and Operations	2016	26	25	24.0	68.0	32.0
	Law Enforcement in Hong Kong	2016	24	21	28.6	100.0	0.0
	Marketing in Global Trade	2012	32	31	54.8	90.3	9.7
		2013	31	28	46.4	75.0	25.0
		2014	46	40	27.5	65.0	35.0
		2015	37	31	25.8	87.1	12.9
		2016	14	14	0.0	78.6	21.4
	Practical Accounting for SMEs	2012	273	246	30.9	71.5	28.5
		2013	234	210	25.7	66.7	33.3
		2014	89	87	31.0	70.1	29.9
	Practical Computerised Accounting	2015	74	74	17.6	83.8	16.2
		2016	37	32	40.6	87.5	12.5
	Purchasing and Merchandising	2012	131	120	18.3	92.5	7.5
		2013	67	65	9.2	98.5	1.5
		2014	94	82	9.8	96.3	3.7
		2015	57	56	10.7	89.3	10.7
		2016	31	27	7.4	74.1	25.9
	Retail Management	2012	28	26	46.2	88.5	11.5
		2013	44	43	23.3	100.0	0.0
		2014	18	17	29.4	94.1	5.9
		2015	22	22	22.7	100.0	0.0
	Understanding Financial Services	2012	46	43	46.5	76.7	23.3
		2013	30	29	41.4	72.4	27.6
		2014	31	23	43.5	60.9	39.1
		2015	9	9	44.4	88.9	11.1
	Understanding Hong Kong Law	2012	81	72	48.6	79.2	20.8
		2013	39	34	41.2	70.6	29.4
		2014	30	22	40.9	68.2	31.8
		2015	20	19	21.1	63.2	36.8

Area of Studies	Subject	Year	No. entered	No. of candidates fulfilling attendance requirement*	Percentage		
					Attained with Distinction	Attained or above	Unattained
Creative Studies	Commercial Comic Art	2012	77	69	26.1	84.1	15.9
		2013	68	62	22.6	71.0	29.0
		2014	76	75	33.3	78.7	21.3
		2015	90	85	24.7	78.8	21.2
		2016	85	85	24.7	80.0	20.0
	Computer Game and Animation Design	2016	133	126	22.2	94.4	5.6
	Image Design	2012	578	481	22.0	80.2	19.8
		2013	400	354	21.2	88.1	11.9
		2014	269	241	23.2	88.4	11.6
		2015	232	213	21.6	88.7	11.3
		2016	169	160	21.9	89.4	10.6
	Innovative Product Design	2012	118	104	15.4	94.2	5.8
		2013	73	67	13.4	83.6	16.4
		2014	57	56	16.1	85.7	14.3
		2015	47	47	23.4	91.5	8.5
	Interior Design	2016	118	105	30.5	88.6	11.4
	Introduction to Theatre Arts	2012	50	50	36.0	98.0	2.0
		2013	44	44	38.6	97.7	2.3
		2014	44	42	40.5	100.0	0.0
		2015	50	47	40.4	97.9	2.1
		2016	43	43	46.5	97.7	2.3
	Jewellery Arts and Design	2012	29	26	34.6	100.0	0.0
		2013	49	45	31.1	97.8	2.2
		2014	40	38	39.5	97.4	2.6
		2015	32	29	27.6	100.0	0.0
		2016	26	26	38.5	92.3	7.7
	Multimedia Entertainment Studies	2012	200	180	17.2	97.2	2.8
		2013	180	171	11.1	87.7	12.3
		2014	191	176	13.6	92.6	7.4
		2015	127	120	9.2	98.3	1.7
	Taking a Chance on Dance	2012	66	63	33.3	92.1	7.9
		2013	61	61	36.1	93.4	6.6
		2014	45	45	44.4	100.0	0.0
		2015	41	40	32.5	97.5	2.5
		2016	44	43	37.2	97.7	2.3

Area of Studies	Subject	Year	No. entered	No. of candidates fulfilling attendance requirement*	Percentage		
					Attained with Distinction	Attained or above	Unattained
Engineering and Production	Automotive Technology	2012	62	41	12.2	92.7	7.3
		2013	64	52	11.5	82.7	17.3
		2014	41	34	14.7	85.3	14.7
		2015	50	49	8.2	83.7	16.3
		2016	51	42	21.4	95.2	4.8
	Aviation Studies	2012	208	189	33.3	96.8	3.2
		2013	239	218	29.4	97.7	2.3
		2014	269	257	31.5	91.4	8.6
		2015	330	308	23.4	92.2	7.8
		2016	389	366	25.4	90.7	9.3
	Building Facilities Engineering	2012	21	21	33.3	100.0	0.0
		2013	47	45	6.7	93.3	6.7
		2014	41	37	13.5	100.0	0.0
		2015	36	35	8.6	100.0	0.0
	Building Technology	2016	42	36	11.1	97.2	2.8
	Electronic Product Design in Action	2013	26	24	37.5	87.5	12.5
		2014	16	16	37.5	75.0	25.0
		2015	9	7	28.6	100.0	0.0
	Environmental Engineering	2013	20	14	28.6	85.7	14.3
		2014	13	11	45.5	100.0	0.0
		2015	20	18	38.9	100.0	0.0
		2016	15	15	53.3	100.0	0.0
	Mobile and Online Apps Development	2015	67	56	33.9	50.0	50.0
		2016	51	44	34.1	90.9	9.1
Media and Communication	Film and Video Studies	2012	250	235	15.3	93.2	6.8
		2013	207	178	14.0	86.0	14.0
		2014	169	146	12.3	77.4	22.6
		2015	199	172	11.0	85.5	14.5
		2016	153	140	16.4	91.4	8.6
	Infotainment Production	2012	43	39	46.2	100.0	0.0
		2013	20	19	31.6	100.0	0.0
		2014	52	48	35.4	91.7	8.3
	Public Relations and Advertising	2013	42	39	38.5	84.6	15.4
		2014	35	28	46.4	96.4	3.6
		2015	24	21	42.9	100.0	0.0
		2016	12	11	27.3	100.0	0.0

Area of Studies	Subject	Year	No. entered	No. of candidates fulfilling attendance requirement*	Percentage		
					Attained with Distinction	Attained or above	Unattained
Media and Communication	Radio Host and Programme Production	2012	123	119	39.5	97.5	2.5
		2013	113	106	37.7	100.0	0.0
		2014	110	109	36.7	97.2	2.8
		2015	69	68	36.8	100.0	0.0
		2016	68	68	38.2	92.6	7.4
	TV Infotainment Production	2015	31	31	16.1	87.1	12.9
		2016	39	36	25.0	69.4	30.6
Services	Child Care and Education	2015	185	182	19.8	96.2	3.8
		2016	154	152	31.6	98.7	1.3
	Child Development and Care	2012	199	191	28.8	100.0	0.0
		2013	160	156	26.3	94.2	5.8
		2014	133	131	27.5	98.5	1.5
	Events Planning and Operation	2012	68	63	38.1	77.8	22.2
		2013	57	54	35.2	79.6	20.4
		2014	68	63	23.8	71.4	28.6
		2015	50	50	16.0	60.0	40.0
	Food and Beverage Operations	2016	137	126	15.9	86.5	13.5
	Fundamental Cosmetology	2012	426	371	22.6	87.1	12.9
		2013	310	272	21.0	91.5	8.5
		2014	264	244	14.8	88.9	11.1
		2015	214	189	16.4	97.9	2.1
		2016	208	200	15.5	95.0	5.0
	Hospitality Services in Practice	2012	552	515	22.7	82.3	17.7
		2013	457	419	19.1	84.2	15.8
		2014	452	420	20.7	86.0	14.0
		2015	267	255	23.1	91.8	8.2
		2016	242	228	21.5	92.1	7.9
	Hotel Operations	2012	581	548	14.4	94.7	5.3
		2013	481	453	11.3	95.1	4.9
		2014	484	459	15.9	91.9	8.1
		2015	438	405	13.3	85.2	14.8
		2016	294	288	17.0	93.8	6.3
	Western Cuisine	2012	709	655	17.3	94.4	5.6
		2013	759	728	11.7	97.0	3.0
		2014	786	745	14.4	96.9	3.1
		2015	791	731	15.2	95.1	4.9
		2016	831	759	17.1	93.3	6.7

Subject	Year	No. entered	No. of candidates fulfilling attendance requirement*	Percentage		
				Attained with Distinction	Attained or above	Unattained
All Category B Applied Learning Subjects	2012	5 428	4 949	23.9	89.9	10.1
	2013	5 011	4 625	21.3	89.8	10.2
	2014	4 665	4 343	23.1	90.1	9.9
	2015	4 251	3 966	20.7	90.1	9.9
	2016	4 011	3 745	23.2	91.9	8.1

* Students taking ApL courses are required to attend lessons and participate in learning activities organised by the respective course providers. The minimum attendance requirement of all ApL courses is 80% of the total number of contact hours. Candidates with attendance rates below 80% will be designated as “Unattained (minimum attendance requirement not fulfilled)”.

- End -

CONTROLLING OFFICER'S REPLY**EDB159****(Question Serial No. 0694)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Special 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 studying in public sector primary and secondary schools in the past 5 years by degree of severity (i.e. Tier 1, 2 and 3).

Asked by: Hon LAW Kwun-chung, Nathan (Member Question No. 33)

Reply:

All schools are requested to adopt the Whole School Approach to support students with special educational needs (SEN) through the 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. Tier-3 support refers to intensive individualised support for students with severe learning difficulties 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 students 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. Of the additional resources provided for public sector schools having students with SEN, the Learning Support Grant (LSG) is calculated according to the number of students with SEN requiring tier-2 or tier-3 support. Based on the LSG data, the distribution of public sector mainstream primary and secondary schools eligible for LSG by range of number of students with SEN requiring tier-2 and tier-3 support from the 2012/13 to 2016/17 school years is set out in Appendix 1 and Appendix 2 respectively.

**Distribution of public sector mainstream primary and secondary schools eligible for
the Learning Support Grant (LSG)
by range of number of students with special educational needs (SEN)
requiring tier-2 support from the 2012/13 to 2016/17 school years**

Range of students with SEN requiring tier-2 support	No. of schools									
	2012/13		2013/14		2014/15		2015/16		2016/17	
	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary
0	0	32	1	17	1	7	0	2	1	2
1-10	23	115	18	107	15	92	15	81	11	57
11-20	35	57	35	65	28	72	26	72	26	77
21-30	50	38	53	33	47	41	35	49	26	56
31-40	73	30	62	38	56	27	55	27	47	27
41-50	55	34	66	22	68	31	63	22	62	26
51-60	41	28	44	27	52	31	51	25	62	19
61-70	18	12	16	29	23	17	33	21	37	25
71-80	4	9	3	11	10	21	19	25	22	25
81-90	1	13	3	11	3	16	7	17	9	15
91-100	1	5	0	10	1	8	4	13	8	18
More than 100	0	6	0	12	0	20	2	28	3	35

**Distribution of public sector mainstream primary and secondary schools eligible for
the Learning Support Grant (LSG)
by range of number of students with special educational needs (SEN)
requiring tier-3 support from the 2012/13 to 2016/17 school years**

Range of students with SEN requiring tier-3 support	No. of schools									
	2012/13		2013/14		2014/15		2015/16		2016/17	
	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary
0	38	106	39	90	41	90	42	77	39	72
1-5	243	263	243	281	243	284	253	294	259	295
6-10	13	5	16	7	14	5	10	6	11	8
11-15	4	2	0	2	2	1	1	3	1	4
16-20	0	0	0	0	0	0	1	0	2	1
More than 20	3	3	3	2	4	3	3	2	2	2

- End -

CONTROLLING OFFICER'S REPLY**EDB160****(Question Serial No. 0695)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not SpecifiedProgramme: (3) Primary Education, (4) Secondary Education, (6) Other Educational Services and Subsidies, (8) Policy and SupportControlling Officer: Permanent Secretary for Education (Mrs Marion LAI)Director of Bureau: Secretary for EducationQuestion:

Please provide, from the 2015/16 school year, the number of eligible schools, the number of participating schools and the amount of funding for each school under the Pilot Project on Special Educational Needs Coordinators (Pilot Project on SENCOs).

Asked by: Hon LAW Kwun-chung, Nathan (Member Question No. 34)Reply:

Funded by the Community Care Fund (CCF), the Education Bureau has launched a three-year pilot project on Special Educational Needs Coordinators (the pilot project) in the 2015/16 school year, under which a cash grant is provided for public sector mainstream secondary and primary schools with relatively more students with special educational needs (SEN) and financial needs so that the schools could strengthen the teaching team and arrange a designated teacher as the SEN coordinator. Public sector mainstream schools participating in the pilot project should meet the following eligibility criteria:

- (i) the number of students with financial needs should account for at least 55% of the total number of students of the school in the 2014/15 school year; and
- (ii) the school has admitted at least 50 students with SEN requiring Tier-2 or Tier-3 support under the 3-Tier Intervention Model in the school year concerned.

Among 140 public sector mainstream schools meeting the said criteria, 124 opted to participate in the pilot project. 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 yearly during the pilot period. In the 2016/17 school year, each participating primary and secondary school is provided with a cash grant of \$494,400 and \$566,880 respectively.

- End -

CONTROLLING OFFICER'S REPLY**EDB161****(Question Serial No. 0727)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

Please provide details of the existing vacant school premises returned to the Government, including their addresses, floor areas, the types of the education institutions which the original users belong to, the numbers of classrooms and facilities therein, the number of years for which they have been left vacant, their latest situations and the final uses of the premises concerned or the sites where the premises were located.

Asked by: Hon LAW Kwun-chung, Nathan (Member Question No. 6)

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 and the educational needs and relevant policy initiatives 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. Once EDB confirms that the VSP are no longer required by EDB for school or other educational uses, EDB would inform PlanD and other relevant departments (such as the Lands Department (LandsD) and the Housing Department (HD)) for PlanD's consideration of suitable alternative long-term uses in accordance with the central clearing house mechanism.

The Director of Audit's Report No. 65 was released on 27 October 2015 and the related report of the Public Accounts Committee (PAC) was tabled at the Legislative Council on 17 February 2016. As per the recommendations of the Audit Commission and PAC, EDB has improved and updated its VSP database from the VSP handling perspective, with a view to adopting appropriate follow-up actions for VSP in a more focused manner. As at end-February 2017, there are 18 VSP and two partial VSP under EDB's purview which are earmarked/retained for school or other educational uses (including those not yet been confirmed as being no longer required by EDB). Among the aforementioned VSP, 14 are located on government land (including eight under the auspices of the Hong Kong Housing Authority) while the physical possession of the other six has yet to be delivered to the Government. Of these six VSP, the school sponsoring body (SSB) of two of them is initiating the site surrender process in accordance with the service agreement for reprovisioning of the schools concerned; the proposed uses of the other two have already had EDB's in-principle support and the SSBs are taking active follow up actions; and EDB is following up with the relevant government departments on requiring the SSB of the remaining two to surrender the VSP. Information of these premises is provided in the following table.

Table – 18 VSP and two partial VSP under EDB’s purview (position as at end-February 2017)

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)
1	Wanchai	2006/07	2 000
2	Wanchai	2007/08	6 500
3	Eastern	2011/12	600# [Partly vacant]
4	Southern	2012/13	6 000
5	Kwun Tong	2011/12	2 900
6	Kowloon City	2013/14	3 200
7	Wong Tai Sin	2016/17	2 400
8	Wong Tai Sin	2016/17	3 700
9	Wong Tai Sin	2016/17	(Total)
10	Sham Shui Po	2013/14	3 700
11	Sham Shui Po	2010/11	2 200
12	Sha Tin	2015/16	3 900
13	Sha Tin	2011/12	5 800#
14	Sha Tin	2010/11	3 900#
15	Sha Tin	2010/11	2 600# [Partly vacant]
16	Tai Po	2006/07	5 200#
17	Tai Po	1999/00	2 400
18	Tsuen Wan	2010/11	3 600#
19	Tuen Mun	2010/11	5 300#
20	Islands	2006/07	5 800

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.

- End -

CONTROLLING OFFICER'S REPLY**EDB162****(Question Serial No. 0592)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) 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, site area, 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. 14)

Reply:

As at March 2017, there are a total of 24 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 site investigation and school design, are being carried out in accordance with the prevailing procedure. A breakdown of the 24 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 projects on six reserved school sites was obtained from the Finance Committee (FC) of the Legislative Council (LegCo) in the 2014-15 LegCo Session with the school building works already underway; projects on three reserved school sites were approved in the LegCo Session in 2015-16 with the school building works commenced in 2016; while projects on another two reserved school sites would be submitted for funding approval from FC in the 2016-17 LegCo Session. For the remaining 13 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	To Kwa Wan	8 000	Two Special Schools	12 each	(i)
2	Kowloon City	Kai Tak Development	7 500	Secondary School	30	(i)
3	Kowloon City	To Kwa Wan	7 700	Secondary School	30	(iii)
4	Kowloon City	Ho Man Tin	7 800	Primary School	24	(iv)
5	Kowloon City	Kowloon Tong	7 700	Two Special	12 and 24	(iii)

No.	District	Location	Site Area (rounded to the nearest hundred m ²)	Planned use	Number of classrooms	Remark
				Schools	respectively	
6	Kwun Tong	Jordan Valley	6 900	Special School	18	(i)
7	Kwun Tong	Anderson Road	7 500	Secondary School	30	(iii)
8	Kwun Tong	Anderson Road	6 500	Primary School	30	(i)
9	Kwun Tong	Anderson Road	7 200	Primary School	30	(iii)
10	Eastern	North Point	12 300	Primary School	24	(i)
11	Eastern	North Point	(Total)	Primary School	24	(i)
12	North	Fanling	7 100	Primary School	36	(i)
13	North	Fanling	6 100	Primary School	30	(iii)
14	North	Fanling	6 200	Primary School	30	(iii)
15	Sham Shui Po	Cheung Sha Wan	6 500	Primary School	30	(ii)
16	Sham Shui Po	Cheung Sha Wan	4 400	Special School	12	(i)
17	Sham Shui Po	Cheung Sha Wan	6 200	Primary School	30	(iii)
18	Sai Kung	Tseung Kwan O	6 200	Primary School	30	(iv)
19	Sai Kung	Tseung Kwan O	7 000	Secondary School	30	(iv)
20	Sai Kung	Tseung Kwan O	7 400	Secondary School	30	(iii)
21	Tuen Mun	Tuen Mun West	7 100	Special School	16	(i)
22	Islands	Tung Chung	5 800	Special School	18	(ii)
23	Sha Tin	Shui Chuen O	8 700	Primary School	30	(iii)
24	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 2016-17 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 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. utilizing vacant classrooms in existing schools) in particular districts.

- End -

CONTROLLING OFFICER'S REPLY**EDB163****(Question Serial No. 0595)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

At the Panel on Education meeting in April 2016, the Education Bureau proposed to enhance the Mainland University Study Subsidy Scheme (MUSSS) in the 2016/17 academic year so as to cover the bulk of needy Hong Kong students who were/will be admitted to undergraduate studies in the Mainland through channels other than the Admission Scheme. According to the Bureau, significant increases in the number of target recipients and hence the number of applications to be received under the enhanced MUSSS were anticipated.

(1) Please provide the information on the number of applications received regarding the above enhanced MUSSS and how it compares with the numbers in the past 3 years, the number of applications rejected and the reasons for rejection;

(2) the Mainland universities and programmes the applicants applied for; and

(3) the amount of provision earmarked for the enhanced MUSSS in 2016/17 and 2017/18.

Asked by: Hon LEE Wai-king, Starry (Member Question No. 13)

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 in the Mainland under the Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions (Admission Scheme). Students having passed 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. To better support Hong Kong students in pursuing undergraduate studies in the Mainland and ensure that no students will be deprived of post-secondary education opportunity due to a lack of means, starting from the 2016/17 academic year, the MUSSS has been expanded to support needy Hong Kong students pursuing undergraduate studies in designated Mainland institutions, irrespective of the channels of their admission to these institutions.

For the 2016/17 academic year, as at 28 February 2017, 1 963 new applications were received, with 1 686 applicants eligible to receive the subsidy under the MUSSS. Including both newly approved applications and successful renewals, subsidy was provided to 2 144 students. 107 applications are still being processed.

In comparison, for the 2014/15 academic year, 448 applications were received, with 263 applicants eligible to receive the subsidy. For the 2015/16 academic year, 336 new applications were received, with 236 applicants eligible to receive the subsidy. Including both newly approved applications and successful renewals, subsidy was provided to 479 students.

There were 185, 100, 170 applications assessed as ineligible respectively in the 2014/15, 2015/16 and 2016/17 (as at 28 February 2017) academic years as they failed to fully satisfy the eligibility criteria of MUSSS as set out in the Annex 1.

(2) Breakdowns of the applicants by Mainland higher institutions and by discipline in the 2016/17 academic year are set out in the Annex 2.

(3) Sufficient provision has been reserved for MUSSS in 2016/17 and 2017/18. Expenditure for 2016/17 is estimated as \$29 million. As for 2017/18, the expenditure is subject to the number of applications and renewals.

Mainland University Study Subsidy Scheme**Eligibility Criteria for the 2014/15, 2015/16 and 2016/17 Academic Years**

2014/15 and 2015/16 Academic Years	2016/17 Academic Year
(i) being holders of valid Hong Kong Permanent Identity Card or Hong Kong Identity Card;	(i) having right of abode or right to land in, or have entered Hong Kong on One-way Permits;
(ii) being holders of valid Mainland Travel Permit for Hong Kong and Macau Residents;	(ii) receiving and having completed senior secondary education in Hong Kong, including those studying local and non-local curricula in Hong Kong;
(iii) being candidates sitting for the HKDSE Examination in the same year as his/her enrolment under the Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions; and	(iii) pursuing undergraduate studies in designated Mainland institution; and
(iv) passing the means test.	(iv) passing the means test.

Mainland University Study Subsidy Scheme**Breakdown of Applicants for the 2016/17 Academic Year
(as at 28 February 2017)****(A) By Mainland Higher Education Institution**

Mainland higher education institutions	Total number of applicants
Beijing Foreign Studies University	1
Beijing Institute of Fashion Technology	8
Beijing Language and Culture University	2
Beijing Normal University	6
Beijing Normal University, Zhuhai	17
Beijing Sport University	5
Beijing University of Chinese Medicine	58
Central China Normal University	6
Central South University	1
Chengdu University of Traditional Chinese Medicine	12
China University of Political Science and Law	18
Chongqing University	3
Communication University of China	1
Donghua University	5
East China Normal University	7
East China University of Political Science and Law	3
East China University Of Science And Technology	1
Fudan University	4
Fujian Agriculture and Forestry University*	1
Fujian Normal University	11
Fujian University of Traditional Chinese Medicine	5
Fuzhou University	5
Guangdong University of Finance	3
Guangdong University of Finance and Economics	3
Guangdong University of Foreign Studies	6
Guangxi University Chinese Medicine	35
Guangzhou Medical University	3
Guangzhou University	15
Guangzhou University of Chinese Medicine	253
Huaqiao University	203
Huazhong University of Science & Technology	1
Hubei University of Chinese Medicine	1
Hunan Normal University	4
Jiangxi University of Traditional Chinese Medicine	2
Jilin University	1
Jimei University	5
Jinan University	849
Nanchang University	3
Nanjing Normal University	9
Nanjing University	5
Nanjing University of Chinese Medicine	63
Nankai University	8

Ningbo University	2
Ocean University of China	1
Peking University	10
Renmin University of China	4
Shandong University	9
Shanghai International Studies University	4
Shanghai Jiao Tong University	4
Shanghai Normal University	5
Shanghai University of Traditional Chinese Medicine	5
Shantou University	3
Shaoguan University	1
Shenzhen University	15
Sichuan Normal University	3
Sichuan University	13
South China Normal University	2
South China University of Technology	7
Southern Medical University	4
Southwest University	3
Southwest University of Political Science and Law	2
Sun Yat-sen University	140
The Guangzhou Academy of Fine Arts	4
Tianjin Normal University	2
Tianjin University	1
Tianjin University of Traditional Chinese Medicine	3
Tongji University	3
Tsinghua University	6
University of International Business and Economics	5
Wuhan University	16
Xiamen University	19
Xinghai Conservatory of Music	1
Yunnan Normal University	1
Yunnan University of TCM*	1
Zhejiang Sci-Tech University	2
Zhongnan University of Economics and Law	10
Total:	1 963

(B) By Discipline

Discipline	Total number of applicants
Architecture	40
Arts	220
Business, Economics and Finance	509
Chinese Medicine	547
Communications and Journalism	135
Dentistry, Medicine and Veterinary Medicine	114
Design	42
Education	28
Engineering	69
Law	52
Performing Arts	5
Politics and Public Administration	20
Science	62
Tourism	52
Others	68
Total:	1 963

- End -

CONTROLLING OFFICER'S REPLY

EDB164

(Question Serial No. 0596)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

The Education Bureau (EDB) issued a circular memorandum no. 57/2016 in April 2016 to invite schools to participate in the Pilot Scheme. Through the Pilot Scheme, financial support is provided annually to each public sector and Direct Subsidy Scheme (DSS) school having formed sister school with its counterpart(s) in the Mainland to provide support for facilitating the multi-faceted development of sister school activities. What is the progress of the Scheme?

Asked by: Hon LEE Wai-king, Starry (Member Question No. 15)

Reply:

The Education Bureau has implemented a three-year Pilot Scheme on Promoting Interflows between Sister Schools in Hong Kong and the Mainland (Pilot Scheme) with effect from the 2015/16 school year through which a fixed grant of \$120,000 per annum and professional support are provided to local public sector and Direct Subsidy Scheme schools (including special schools) that have formed sister schools with their counterparts in the Mainland. Schools show good response to the Pilot Scheme. As at end of February 2017, some 450 school applications were approved and the schools concerned were allocated the fixed grant. These schools have already made use of the fixed grant to meet the expenses of sister school exchange activities in accordance with the objectives of the Pilot Scheme. Since the implementation of the Pilot Scheme, the total number of sister schools in Hong Kong has increased to over 570 which is close to our target of 600.

- End -

CONTROLLING OFFICER'S REPLY**EDB165****(Question Serial No. 0597)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

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

Director of Bureau: Secretary for Education

Question:

Starting from the 2017/18 school year, the Education Bureau will implement a new kindergarten scheme to provide direct subsidy to eligible local non-profit-making kindergartens. In this connection, what is the estimated expenditure on kindergarten teachers' salary, promotion of teachers' professionalism, school rentals, rates and government rents respectively?

Asked by: Hon LEE Wai-king, Starry (Member Question No. 16)

Reply:

Under the free quality kindergarten (KG) education policy, the Education Bureau will provide direct subsidy to KGs joining the Free Quality KG Education Scheme (Scheme). Funding will be provided basically on a per student basis in the form of a basic subsidy. The basic unit subsidy covers teaching staff salary, supporting staff salary and other operating costs. 60% of the basic unit subsidy must be used on teaching staff salaries and related expenses (such as mandatory provident fund, long service payment, etc.). KGs may deploy any portion of the remaining 40% for teaching staff salaries and related expenses, but not vice versa. In addition, eligible KGs which have a large number of long-serving teachers who are receiving higher salaries may apply for a one-off time-limited tide-over grant (ToG) for two years starting from the 2017/18 school year.

With the implementation of the Scheme, the Government's recurrent expenditure in pre-primary education under the new policy will be around \$6.7 billion in the 2017/18 school year which will be fully reflected in the financial year 2018-19. For 2017-18, the estimated expenditure for teaching staff salaries and related expenses, professional development of teachers and principals, rental subsidy, reimbursement of rates and government rent is as follows:

		2017-18
		Estimated Expenditure (\$ million)
(i)	Teaching staff salaries and related expenses under the Scheme (Note 1)	2,248
(ii)	Professional development of teachers and principals (Note 2)	5
(iii)	Rental subsidy	314
(iv)	Reimbursement of rates and government rent	54

Note 1: It includes 60% of the basic unit subsidy and the ToG but excluding 40% of the basic unit subsidy which may be deployed for teaching staff salaries and related expenses. Besides, it reflects the estimated expenditure for the first 8 months of the Scheme in the 2017/18 school year, i.e. from August 2017 to March 2018.

Note 2: It excludes the relevant manpower resources and expenses for the training programmes and activities organised by various sections of the EDB for enhancing teachers' professionalism. The relevant expenditures have been subsumed under the overall expenditure of EDB.

- End -

CONTROLLING OFFICER'S REPLY**EDB166****(Question Serial No. 0689)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

The Committee on Prevention of Student Suicides published its final report on November 2016. The Education Bureau accepted the recommendations in the report and is in the process of formulating a number of practicable measures and follow-up actions according to the four key areas, including Promotion of Students' Mental Well-being and Health, Strengthening Support for Schools and Teachers, Reviewing Relevant Domains in the Education System, and Enhancement of Family Life and Parent Education. What are the details of the funds reserved for implementing the above recommendations?

Asked by: Hon LEE Wai-king, Starry (Member Question No. 38)

Reply:

With the recommendations of the Committee on Prevention of Student Suicides, starting from the 2016/17 school year, the Education Bureau (EDB), in collaboration with relevant bureaux and departments, has put forward various measures to enhance support to schools to take care of students in need, which are directed at three levels, namely "Universal", "Selective" and "Indicated". Universal prevention strategies are designed to reach all students aiming to strengthen protective factors. Selective prevention strategies target vulnerable students. Indicated prevention strategies target students with suicidal risk.

At the Universal level, the Joyful@School Campaign has been launched in schools jointly by the Department of Health and EDB with an aim to enhancing students' knowledge and understanding about mental health and their competency in coping with environmental changes. Schools can submit applications to the Quality Education Fund through the simplified application mechanism for funding not exceeding \$150,000 to implement related activities under the Campaign.

At the Selective level, EDB will conduct professional development programmes for teachers, which include elementary training for teachers at large and in-depth training for designated teachers, as well as develop screening tools and materials, to raise their awareness on mental health and help them early detect and support students with mental health needs including those with suicidal risks. Subsidy for supply teachers will be offered to schools as appropriate.

At the Indicated level, as announced in the 2017 Policy Address, starting from the 2017/18 school year, the Learning Support Grant that EDB provides for public sector mainstream primary and secondary schools will cover students with mental illness so that schools will have additional resources to provide appropriate services, such as arranging for counselling and emotional support, etc. The estimated expenditure in the 2017-18 financial year is about \$30 million. Moreover, the Food and Health Bureau, in collaboration with EDB, the Hospital Authority (HA) and the Social Welfare Department, launched a two-year pilot scheme named "Student Mental Health Support Scheme" based on a medical-educational-social collaboration model in 17 schools by two phases from the 2016/17 school year to the 2017/18 school year. Under the pilot

scheme, a multi-disciplinary team is formed in each school comprising a psychiatric nurse of HA, designated teacher(s) and a school social worker as the core members to work closely with the psychiatric teams of HA, the school-based educational psychologists, relevant teachers and social workers from relevant social service units for the provision of support services to students with mental health needs and their carers.

EDB works alongside the Curriculum Development Council in reviewing on an ongoing basis the primary and secondary curricula to explore ways of catering better for learner diversity and creating more space for students to achieve their whole-person development. Schools are also advised to regulate the amount of homework given to students each day so as to ensure that they would have enough time to rest, play and develop their own interests.

Moreover, EDB has been reviewing the relevant domains of the education system with a view to supporting and addressing the developmental and diverse needs of students. EDB continues to encourage and support schools in implementing the suggestions made in the review of the New Academic Structure, so as to support the diverse learning needs of schools and students. Measures include: increasing the flexibility in deploying lesson time, trimming, enhancing or updating curriculum contents and assessment arrangements, clarifying the breadth and depth of subject curricula; implementing School-based Assessment in fewer subjects and improving its implementation to reduce student and teacher workload, arranging accreditation of more Applied Learning courses under the Qualifications Framework and increasing opportunities for Industrial Attachment, and encouraging students interested in vocational training or joining the workforce to study two Applied Learning courses, etc.

As announced in the 2017 Policy Address, there will be various measures to provide multiple pathways and further study opportunities for young people so that they can develop according to their capacities and interests. The measures include launching a vocational English programme with the support from the Language Fund for senior secondary students who aspire to pursue vocational and professional education and training or who are prepared to work, with a view to enhancing their English proficiency and enabling them to obtain relevant qualifications from recognised courses for further studies and employment. The Government decides to regularise the Study Subsidy Scheme for Designated Professions/Sectors after the pilot run, making it a recurrent initiative from the 2018/19 academic year onwards and the number of subsidised degree places would be increased. Current students of the designated programmes will also receive the subsidy from the 2018/19 academic year.

- End -

CONTROLLING OFFICER'S REPLY

EDB167

(Question Serial No. 0690)

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

Please provide in the form of a table the number of children that still have to pay tuition fee and the amount of tuition fee they need to pay additionally following the implementation of free kindergarten education in 2017/18.

Asked by: Hon LEE Wai-king, Starry (Member Question No. 40)

Reply:

According to the initial rough estimates submitted by kindergartens approved to join the Free Quality Kindergarten Education Scheme (Scheme-KGs) as at February 2017, about 80% of the Scheme-KGs will provide free half-day KG places in the 2017/18 school year. For whole-day places, under the co-payment basis between the Government and parents, school fees will be at a low level, with about 50% of the Scheme-KGs initially estimated to charge school fees at \$1,000 or below per month. The list of Scheme-KGs together with their rough initial estimates on the range of school fees has been uploaded to website of the Education Bureau (EDB). The above-mentioned rough initial estimates are subject to change as rigorous vetting of these initial estimates will be conducted by EDB upon these KGs' submission of detailed information on their fee proposals. As regards the number of students who need to pay school fees and the amount of their school fees in the 2017/18 school year, they will be affected by various factors like distribution of various modes of services, parental choices on the modes of services and types of KGs, and the school fees eventually approved by the EDB, etc.. Relevant information is not available at this stage.

- End -

CONTROLLING OFFICER'S REPLY**EDB168****(Question Serial No. 0715)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

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

Director of Bureau: Secretary for Education

Question:

Please provide the numbers of half-day, whole-day and long whole-day kindergartens as well as the numbers of their students and teachers by District Council district. Please also give figures on teacher wastage of half-day, whole-day and long whole-day kindergartens and set out their length of service, academic qualifications and salaries in the past 3 years.

Asked by: Hon LEE Wai-king, Starry (Member Question No. 39)

Reply:

The respective number of serving teachers and students in local half-day (HD) kindergartens (KGs), WD KGs, and KGs with both HD and WD classes by District Council district in the 2016/17 school year (Note 1) are tabulated below:

(i) KGs with HD classes only

District	No. of KGs	No. of students	No. of teachers
Central & Western	21	3 698	284
Wan Chai	20	5 109	371
Eastern	25	3 897	271
Southern	22	1 948	190
Sham Shui Po	13	3 144	208
Yau Tsim Mong	13	2 664	173
Kowloon City	49	16 014	901
Wong Tai Sin	7	2 252	135
Kwun Tong	17	3 743	237
Tsuen Wan	18	4 188	273
Tuen Mun	7	2 480	133
Yuen Long	18	5 755	303
North	15	4 752	269
Tai Po	9	1 330	90
Sha Tin	24	6 068	350
Sai Kung	17	2 942	175
Islands	13	1 167	83
Kwai Tsing	14	3 615	216

(ii) KGs with WD classes only

District	No. of KGs	No. of students	No. of teachers
Central & Western	10	804	92
Wan Chai	8	870	109
Eastern	15	1 165	138
Southern	8	712	77
Sham Shui Po	14	1 551	172
Yau Tsim Mong	15	1 493	161
Kowloon City	20	1 984	209
Wong Tai Sin	16	1 482	169
Kwun Tong	26	2 383	282
Tsuen Wan	9	1 002	101
Tuen Mun	19	1 591	176
Yuen Long	17	1 709	186
North	10	941	108
Tai Po	9	884	101
Sha Tin	20	1 897	201
Sai Kung	11	960	119
Islands	4	427	45
Kwai Tsing	16	1 469	157

(iii) KGs with both HD and WD classes

District	No. of KGs	No. of students	No. of teachers
Central & Western	12	1 677	138
Wan Chai	5	1 146	105
Eastern	43	6 798	549
Southern	12	1 988	159
Sham Shui Po	22	5 038	379
Yau Tsim Mong	10	2 342	190
Kowloon City	29	5 056	435
Wong Tai Sin	25	3 874	325
Kwun Tong	32	6 238	475
Tsuen Wan	14	2 032	175
Tuen Mun	41	9 146	715
Yuen Long	39	9 751	659
North	23	6 490	407
Tai Po	20	4 568	348
Sha Tin	34	6 748	530
Sai Kung	32	5 253	445
Islands	20	2 318	198
Kwai Tsing	32	5 479	433

Among KGs with WD classes at (ii) and (iii) above, the number of serving teachers and students in former aided child care centres (FACs) (Note 2) in the 2016/17 school year (Note 1) is tabulated below:

District	No. of FACs	No. of students	No. of teachers
Central & Western	9	785	87
Wan Chai	6	511	70
Eastern	17	1 298	154
Southern	8	697	76
Sham Shui Po	13	1 419	159
Yau Tsim Mong	14	1 385	150
Kowloon City	15	1 479	157
Wong Tai Sin	17	1 567	178
Kwun Tong	24	2 285	270
Tsuen Wan	10	1 087	110
Tuen Mun	19	1 608	182
Yuen Long	18	1 812	196
North	10	941	108
Tai Po	9	865	100
Sha Tin	20	1 881	203
Sai Kung	13	1 085	136
Islands	5	355	41
Kwai Tsing	19	1 716	184

The respective number of wastage; and their average years of service, average salary and academic qualifications in local WD KGs, HD KGs and KGs with both HD and WD classes in the 2014/15, 2015/16 and 2016/17 school years are tabulated below:

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	280	627
Average years of service	12.1	11.6	12.1
Average salary per month	\$19,864	\$19,186	\$16,771
Number of teachers with Certificate in Early Childhood Education or above	143	167	421

2015/16 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)	157	328	554
Average years of service	12.1	10.7	10.8
Average salary per month	\$19,744	\$20,075	\$17,476
Number of teachers with Certificate in Early Childhood Education or above	145	240	427

2016/17 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)	232	416	663
Average years of service	11.7	11.8	11.5
Average salary per month	\$21,605	\$21,181	\$19,102
Number of teachers with Certificate in Early Childhood Education or above	212	279	538

Among the above KGs with WD classes, the respective number of wastage; and their average years of service, average salary and academic qualifications in FACs (Note 1) in the 2014/15, 2015/16 and 2016/17 school years are tabulated below:

Teachers in FACs (Note 2)			
School year	2014/15	2015/16 7	2016/17 (Note 1)
Number of wastage (Note 3)	169	162	232
Average years of service	12.1	12.4	11.6
Average salary per month	\$19,591	\$19,551	\$21,459
Number of teachers with Certificate in Early Childhood Education or above	152	152	216

Note:

1. The figures of the 2016/17 school year are provisional.
2. Long WD KG services refer to FACs operated under the Social Welfare Department before harmonisation. They usually operate longer service hours.
3. “Wastage” refers to the number of drop-out teachers who had served in local KGs/FACs as at mid-September of the preceding school year but no longer served in any KGs as at mid-September of the school year concerned.

- End -

CONTROLLING OFFICER'S REPLY

EDB169

(Question Serial No. 3029)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (3) Primary Education, (4) 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 primary and secondary schools, aided primary and secondary schools and special schools in the past 5 years. (Please explain in case no such data can be provided.)
- (2) What are the respective proportions of teachers within establishment, teachers outside establishment, assistant teachers and teaching assistants in government primary and secondary schools, aided primary and secondary schools and special schools of this year? (Please explain in case no such data can be provided.)
- (3) What is the estimated expenditure by the Administration this year regarding the above-mentioned assistant teachers and teaching assistants of government primary and secondary schools, aided primary and secondary 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-mentioned 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 indicated 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 they receive only half of the salaries of teachers within establishment, 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, 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, what are the other solutions to address the problem?

Asked by: Hon LEUNG Kwok-hung (Member Question No. 18)

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 primary and secondary schools, aided primary and secondary schools and special schools for the 2016/17 school year is tabulated below.

Type of Schools	Percentage of Teachers (Estimate)	
	Within Establishment	Outside Establishment
Government Primary Schools	80.6%	19.4%
Government Secondary Schools	85.0%	15.0%
Aided Primary Schools	89.9%	10.1%
Aided Secondary Schools	88.0%	12.0%
Special Schools	97.2%	2.8%

Note:

While schools are required to create accounts on e-Services Portal for all monthly-paid teachers irrespective of source of funding and to report information of other staff with teaching load, schools in their school-based circumstances may use different post titles when employing staff using their own funds. Hence, we are unable to provide a breakdown of percentage, estimated expenditure, average and median salaries in respect of various post titles such as assistant teachers and teaching assistants.

- (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. While some schools may devise different post titles when using their own funds to employ staff, we have advised schools that they should appoint contract teachers instead of ancillary staff to take up teaching duties. 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**EDB170****(Question Serial No. 1134)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) 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 new curriculum in Hong Kong, however, serious problems have appeared particularly in the implementation of the Liberal Studies curriculum and Chinese History curriculum. Students have spent much time on learning Liberal Studies due to the insufficient support and demanding questions. On the contrary, the subject of Chinese History is at risk of “dying out”. In this regard, will EDB inform this committee of:

1. the amount of resources has been injected to study the Liberal Studies curriculum and the Chinese History curriculum respectively?
2. whether EDB has allocated resources to collect views from students and teachers, whether EDB will reconsider reviewing the Liberal Studies “textbooks”, prepare an appropriate curriculum for students to avoid the presence of biased political questions?
3. whether EDB will allocate more resources on the issue-based education of Liberal Studies and teacher training?

Asked by: Hon LEUNG Mei-fun, Priscilla (Member Question No. 17)

Reply:

1. The study on the curricula of Liberal Studies and Chinese History is an integral part of the new senior secondary curriculum and assessment review, which is a continual process of renewal and refinement. It is carried out by the Education Bureau (EDB) in collaboration with the Curriculum Development Council (CDC), the Hong Kong Examinations and Assessment Authority (HKEAA) and the related subject committees. The cost of the study was subsumed under EDB's overall expenditure as part of its day-to-day curriculum development work.
2. Since the 2009/10 school year, EDB has been collecting feedback on the implementation of the Liberal Studies curriculum through curriculum development visits, school-based support services, school networks, school surveys, external school reviews and focus inspections on Liberal Studies. In addition, since the first Liberal Studies public examination in 2012, views from students and teachers have been collected by EDB to keep abreast of the situation in the frontline. EDB has also been conducting surveys on the first-year students admitted to programmes of universities/tertiary institutions with the Hong Kong Diploma of Secondary Education (HKDSE) qualification since 2012. In general, most students agreed that their knowledge base, ability to think from multi-dimensional perspectives, awareness towards society and ability to think critically had been strengthened through the Liberal Studies curriculum.

Consistent with the need for multiple information sources and perspectives in the study of Liberal Studies, EDB launched the Web-based Resource Platform for Liberal Studies (ls.edb.hkedcity.net) in the 2009/10 school year to make available a wide range of resources for teachers' reference and use. In 2013, the "*Curriculum and Assessment Resource Package*" was provided to explain the breadth and depth of the curriculum as well as the requirements of the public examination. In addition, EDB published the *Liberal Studies Curriculum Resources Booklet Series* in the past two years and would have these updated and enriched annually in order to cater for students' diverse learning needs and to facilitate the teaching of Liberal Studies. The above measures are seen to be effective in reducing teachers' and students' reliance on the Liberal Studies "textbooks" which are not reviewed by EDB. Taking into account the utilisation of Liberal Studies "textbooks" in general, EDB will engage different stakeholder groups in assessing the necessity and cost-effectiveness of reviewing textbooks for Liberal Studies.

3. Regarding teacher training, EDB will continue to organise professional development programmes for teachers in the ensuing years so as to enhance their professional capacity for the teaching of Liberal Studies, including the use of an issue-based approach. In addition, district-based school networks and theme-based learning communities have been set up for the sharing of good practices in Liberal Studies among schools. These measures will be carried out by EDB in-house and subsumed under EDB's overall expenditure. We would continue to review the need for providing additional resources to Liberal Studies, including teacher training.

- End -

CONTROLLING OFFICER'S REPLY

EDB171

(Question Serial No. 1135)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education

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

Director of Bureau: Secretary for Education

Question:

The news on student suicides broke out one after another. Following this year's Lunar New Year school holiday, there are already two cases of student suicide. In line with the recommendation of the Committee on Prevention of Student Suicides on enhancing support for students with mental health needs, the Education Bureau will provide an additional grant of about \$ 35 million. In this regard, would the Administration please advise this Committee of the following:

- (1) Has the Bureau set an extra recurrent expenditure or increased its spending on specific research for prevention of student suicides?
- (2) Could the Bureau please tell us the average amount of support grant for each school? Is that enough for schools to provide one-on-one counselling or training for teachers to prevent student suicides? Does the Bureau have resources to support students and teachers at school and the School Crisis Management Team?
- (3) Concerning student suicides, will there be other resources for studying the relationships among students, families, friends, schoolwork and schools as well as enhancing students' life education to prevent further worsening of the case?

Asked by: Hon LEUNG Mei-fun, Priscilla (Member Question No. 16)

Reply:

(1) to (3)

With the recommendations of the Committee on Prevention of Student Suicides, starting from the 2016/17 school year, the Education Bureau (EDB), in collaboration with relevant bureaux and departments, has put forward various measures to enhance support for schools to take care of students in need, which are directed at three levels, namely "Universal", "Selective" and "Indicated". Universal prevention strategies are designed to reach all students aiming to strengthen protective factors. Selective prevention strategies target vulnerable students. Indicated prevention strategies target students with suicidal risk.

At the Universal level, the Joyful@School Campaign has been launched in schools jointly by the Department of Health and EDB with an aim to enhancing students' knowledge and understanding about mental health and their competency in coping with environmental changes. Schools can submit applications to the Quality Education Fund through the simplified application mechanism for funding not exceeding \$150,000 to implement related activities under the Campaign.

At the Selective level, EDB will conduct professional development programmes for teachers, which include elementary training for teachers at large and in-depth training for designated teachers, as well as develop

screening tools and materials, to raise their awareness on mental health and help them early detect and support students with mental health needs including those with suicidal risks. Subsidy for supply teachers will be offered to schools as appropriate.

At the Indicated level, as announced in the 2017 Policy Address, starting from the 2017/18 school year, the Learning Support Grant that EDB provides for public sector mainstream primary and secondary schools will cover students with mental illness (MI) so that schools will have additional resources to provide appropriate services, such as arranging for counselling and emotional support, etc. The estimated expenditure in the 2017-18 financial year is about \$30 million. In addition, the Food and Health Bureau, in collaboration with EDB, the Hospital Authority (HA) and the Social Welfare Department launched a two-year pilot scheme “Student Mental Health Support Scheme” based on a medical-educational-social collaboration model in 17 schools by two phases from the 2016/17 school year to the 2017/18 school year. Under the pilot scheme, a multi-disciplinary team is formed in each school comprising a psychiatric nurse of HA, designated teacher(s) and a school social worker as the core members to work closely with the psychiatric teams of HA, the school-based educational psychologists, relevant teachers and social workers from relevant social service units for the provision of support services to students with mental health needs and their carers.

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 promoted as one of the Four Key Tasks for the curriculum reform in schools. To facilitate the implementation of life education at schools, EDB has provided schools with diversified and practical learning materials. EDB has also been organising related professional development programmes for teachers such as “Programme on Planning Life Education for Secondary Schools” and “Programme on Planning Life Education for Primary Schools” commissioned to the universities to share with schools on the direction and strategies of implementation, as well as the good practices. Moreover, life education and recent related social issues are discussed and shared in the teacher network and Learning Circle so as to enhance teachers' knowledge of life education and their pedagogical skills.

In parallel with the curriculum, we have actively organised diversified development programmes, such as the “Understanding Adolescent Project” for primary school students featuring adventures, teamwork and problem-solving training, the “Enhanced Smart Teen Project” in collaboration with disciplinary forces and uniform groups for secondary school students, the “Pupil Ambassador Scheme on Positive Living”, 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 student 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 addition, the Committee on Home-School Cooperation (CHSC) takes an active role in promoting the “Happy Kids Charter” for schools and parents. The CHSC's work foci in the 2016/17 school year include enhancing parents' efficacy in nurturing their children, assisting them in early identifying their children's emotional problems and fostering positive thinking in their children. EDB also actively encourages the Federations of Parent-Teacher Associations of different districts and schools' parent-teacher associations to organise activities based on the content of the Charter to enhance students' mental health and well-being.

- End -

CONTROLLING OFFICER'S REPLY

EDB172

(Question Serial No. 1136)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education

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

Director of Bureau: Secretary for Education

Question:

The Territory-wide System Assessment of Primary 3 (P3 TSA) has been criticised for causing the drilling culture in the school sector. Many parents are pressing for cancellation of the P3 TSA. After a year of review, the Education Bureau introduced a revamped test of Basic Competency Assessment Research Study (BCA). Many parents doubt whether the BCA is only a repackaging of the same exam-drilling substance. They even threaten to boycott the test. In this connection, would the Government advise this Committee:

1. Regarding P3 TSA or BCA, how much resources have the Administration used on the relevant studies? How about the effectiveness? Please set out the details.
2. Have the Administration allocated any resources to study whether P3 TSA or BCA is necessary, and whether students' competency can be assessed by other methods?
3. Is there any connection between schools' TSA scores and schools' resources? What are the school resources allocation criteria adopted by the Administration?

Asked by: Hon LEUNG Mei-fun, Priscilla (Member Question No. 15)

Reply:

1. The Education Bureau (EDB) has commissioned the Hong Kong Examinations and Assessment Authority (HKEAA) to administer the Basic Competency Assessment project, including Student Assessment (SA) and Territory-wide System Assessment (TSA). In response to the community's concerns, the Coordinating Committee on Basic Competency Assessment and Assessment Literacy (the Committee) was tasked to conduct a comprehensive review on the arrangement of TSA. Taking into account the recommendations of the Committee, the 2016 Tryout Study (Primary 3) (2016 Tryout Study) was implemented in 2016. In 2017, with a view to expanding the scope of study, the Basic Competency Assessment Research Study (Research Study) is being implemented. The initiatives have been carried out under the Basic Competency Assessment project. 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 SA and TSA and related study under the project for the contract period of 2015-2018 is set out below:

Contract period	Expenditure (\$ million)		Total Expenditure (\$ million)	Average expenditure per year (\$ million)
	SA	TSA and related study under the project		
2015-2018	3*	290	293	73

* SA has been upgraded to Student Assessment Repository (STAR) platform since January 2017. The expenditure for STAR has been subsumed under the overall expenditure of the EDB.

In evaluating the Research Study, we will make reference to the review framework adopted under the 2016 Tryout Study to collect feedback in the following ways:

(i) Quantitative approach

- Questionnaire surveys/opinion surveys: The targets include principals, curriculum leaders, teachers and parents. The main purpose is to collect stakeholders' views and suggestions on assessment items, reports, various support measures and stakes involved.

(ii) Qualitative approach

- Focus groups/interviews: The targets include principals, curriculum leaders, teachers and parents. The main purpose is to collect stakeholders' views and suggestions on assessment items, reports, various support measures and stakes involved.
- Case studies: Schools are invited to participate in the case studies, which aim to take a more in-depth look at the support measures, the processes and stakes involved, in a bid to understand how well schools have made effective use of various support measures to enhance their assessment literacy, and also examine the effectiveness and factors affecting the implementation of the Research Study at schools, and look into the solutions or views and suggestions.

The expenditure for the above tasks will be subsumed under the overall expenditure of the EDB.

2. TSA is a low-stakes assessment. TSA does not provide assessment results of individual students, and hence cannot be used to assess the competency of individual students. TSA serves the function of promoting "assessment for learning" through the use of assessment data for provision of feedback to inform learning and teaching. The feedback includes information at the territory-wide and school levels. At the territory-wide level, the use of TSA data can facilitate the EDB to identify priorities and directions for implementing measures to support learning. At the school level, the use of related information can enhance the school-based curriculum and teaching practices for more effective student learning.

As part of the comprehensive review on TSA, the Committee examined various administrative arrangements and reporting formats (e.g. conducting TSA in alternate years or on a sampling basis, providing territory-wide reports or parent reports only). The Committee submitted a review report in February 2016 which reaffirmed the intent and value of the establishment of TSA and recognised the functional use of TSA data to provide feedback to learning and teaching, and considered that modifications to administrative arrangement of TSA are unable to effectively address the various concerns in the community. The Committee will take into account the experience and feedback obtained from the Research Study to continue to review and enhance the arrangements for assessing student competency.

3. There is no connection between TSA scores and school resources. The EDB provides different resources for schools which are allocated taking into account a list of criteria and factors.

- End -

CONTROLLING OFFICER'S REPLY

EDB173

(Question Serial No. 1153)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not specified
Programme: (3) Primary Education, (4) Secondary Education
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

The Education Bureau is updating the Secondary Education Curriculum Guide (SECG). The final consultation document stated that junior secondary students are required to spend a total of 39 hours studying Basic Law in Life and Society and Chinese History subjects, and together with elective subjects History and Geography, the teaching of Basic Law shall take up more than 50 hours. In this connection, would the Administration advise this Committee of:

- (1) the resources allocated to the teaching of Basic Law?
- (2) whether the Administration has the resources to consult experts in Basic Law to redesign the course contents or put forward a detailed curriculum framework?

Asked by: Hon LEUNG Mei-fun, Priscilla (Member Question No. 18)

Reply:

1. Basic Law education is an integral part of various relevant subjects in the Personal, Social and Humanities Education Key Learning Area and also an essential part of values education in the moral and civic education curriculum framework. All secondary schools have been implementing Basic Law education according to the relevant curriculum/subject guides and their own school context. The estimated expenditure for developing learning and teaching resources for Basic Law education for secondary schools in 2016-17 is \$1.48 million.
2. Curriculum development and renewal is an ongoing process. Throughout the development process, the Education Bureau (EDB) has consulted various stakeholders, such as legal experts, academics on constitutional law, teachers and principals, over the content and design of Basic Law education. Expenditure for the related curriculum work and support measures, such as try-out study and professional development programmes for teachers, is subsumed under the recurrent expenditure of EDB as an integral part of its day-to-day curriculum development work.

- End -

CONTROLLING OFFICER'S REPLY

EDB174

(Question Serial No. 0552)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not specified
Programme: (8) Policy and Support
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education

Question:

Concerning the support for candidates who are deaf and partially deaf, please advise this Committee of the following:

1. What measures are adopted to assist candidates who are deaf and partially deaf in taking public examinations? What are the manpower and expenditure involved?
2. Is there any plan to allow deaf candidates to take public examinations in non-language subjects by sign language? If no, what are the reasons?

Asked by: Hon LEUNG Yiu-chung (Member Question No. 60)

Reply:

- (1) The Hong Kong Examinations and Assessment Authority (HKEAA) can make special examination arrangements (SEAs) for candidates with hearing impairment (HI), including prolonged and/or additional pauses in the listening components of language subjects (this arrangement is also applicable to candidates with special needs who are granted extra time allowance), sitting examinations in special centres, etc. Those having more severe level of HI may be exempted from the listening components and speaking examinations of language subjects and the school-based assessment of English Language, as appropriate. Besides, candidates from schools for the HI may be given an extra time allowance of 10 minutes for each session of written examinations and be accommodated in special centres. A non-subject teacher from the school(s) of the HI candidates who is familiar with sign language will be invited to assume the invigilation work in the special centre and render appropriate assistance to the candidates.

We do not have the information on the manpower and expenses for supporting HI candidates as we do not keep track of such information by individual types of special educational needs. The number of HI candidates and the SEAs provided for them in the HKDSE from 2013 to 2017 is at **Appendix**.

- (2) The HKEAA has set up the Committee on Special Needs Candidates (CSNC) comprising representatives from the Education Bureau (EDB), special schools, secondary schools, tertiary institutions, Committee on Home-School Co-operation, and experts in the fields on educational psychology and occupational therapy. A working group under the CSNC has also been established since 2014 to review the SEAs for HI candidates and to ensure that the arrangements are fair to all candidates. The working group comprises representatives from the EDB, special school, tertiary institution and parent associations. The EDB and HKEAA have all along been working together closely with various stakeholders to review and enhance the SEAs, including the types, target groups, criteria and special arrangements. Regarding the suggestion on allowing deaf candidates to use sign language to answer questions in non-language subjects, the HKEAA, in consultation with the working group, could explore the fairness of the arrangement and its feasibility in public examinations with input from professionals and other related parties.

Number of HI Candidates and the SEAs Provided in the HKDSE from 2013 to 2017

HKDSE	No. of HI Candidates	SEAs							
		Exemption	Special Exam Centres	Extra Time Allowance	Prolonged and/or Additional Pauses	Use of Hearing Aids	Use of Infra-red Transmission System [^]	Special Assistance in Exam Centres [@]	Special Seating Arrangement
2013	224	60	186	17	N/A	84	160	17	50
2014	246	45	234	12	N/A	95	185	12	47
2015	217	39	215	20	26*	74	167	20	64
2016	269	37	260	7	139	73	215	7	44
2017 [#]	281	37	273	10	156	71	237	10	65

[#] Figures as at 1 March 2017

* Applicable to candidates with moderate HI only

[^] Including a few candidates who opted to sit the listening components using a USB player or Dan Sound system

[@] If necessary, a teacher of the candidates from schools for the hearing impaired (but not the subject teacher) may be allowed to be present at the examination centre and to render assistance in communication between the invigilators and the candidates

- End -

CONTROLLING OFFICER'S REPLY**EDB175****(Question Serial No. 0553)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

Concerning the support for students who are deaf and hearing impaired, please advise this Committee of the following:

1. In respect of Lutheran School for the Deaf, what were the amount of funding and the number of student admitted in each of the past 3 years?
2. How many deaf and hearing impaired students were admitted to mainstream government and aided primary schools in each of the past 3 years? How many primary schools provide the sign language interpretation service for deaf and hearing impaired students?
3. How many deaf and hearing impaired students were admitted to mainstream government and aided secondary schools in each of the past 3 years? How many secondary schools provide the sign language interpretation service for deaf and hearing impaired students?
4. How many deaf and hearing impaired students were admitted to tertiary institutions in each of the past 3 years? How many tertiary institutions provide the sign language interpretation service for deaf and hearing impaired students?
5. What measures are taken to support deaf and hearing impaired students admitted to mainstream primary and secondary schools? What is the expenditure involved?
6. Is there any financial support for schools to provide the sign language interpretation service for students who are deaf and hearing impaired? If so, what are the details of the financial support? If no, what are the reasons? Will the Government make it compulsory for schools to provide the sign language interpretation service for needy students who are deaf and hearing impaired?

Asked by: Hon LEUNG Yiu-chung (Member Question No. 59)

Reply:

(1)

The Education Bureau (EDB) will, subject to the assessment and recommendation of specialists and consent of the parents, refer students with severe or profound hearing impairment (HI) or those who cannot construct knowledge because of inadequate speech ability to schools for children with hearing impairment (HI schools). The annual expenditures and the number of students enrolled in HI schools (including Lutheran School for the Deaf) in the past three years are set out in Table 1 and Table 2 of the Appendix.

(2), (3) and (6)

Students with HI who can benefit from studying in mainstream schools will admit to mainstream primary and secondary schools. The number of students with HI enrolled in public sector primary and secondary schools in the past three school years is set out in Table 3 of the Appendix. Schools should pool and deploy school-based resources, such as the Learning Support Grant, flexibly to cater for the specific needs of their students with SEN, including sign language support for students with HI as required. EDB has all along

been encouraging teachers to adopt the most appropriate mode to teach and to communicate with students with HI having regard to their abilities and needs. Teachers will use oral language with the support of visual strategies, contextual cues, body language, written text, gestures and sign language support when teaching and communicating with students with HI. We do not have information on the number of schools providing sign language interpretation services for students with HI.

(4)

The number of students with HI studying in full-time locally-accredited sub-degree and undergraduate programme in the past three school years is set out at Table 4 of the Appendix. We do not maintain record of the number of post-secondary institutions which provide sign language translation services to students with HI.

(5)

To help public sector mainstream schools cater for students with special educational needs (SEN) (including those with HI), on top of regular subvention, the EDB has been providing schools with additional resources, professional support and teacher training. Schools should pool and deploy these school-based resources flexibly to cater for the specific needs of their students with SEN (including those with HI). The EDB would also refer students with HI in need of additional support to the Enhanced Support Service for Students with HI Attending Ordinary Schools (ESS). To enhance the professional capacity of teachers in catering for students with diverse needs, including students with HI, EDB has been providing serving teachers with relevant and structured training courses since the 2007/08 school year on supporting students with SEN pitched at Basic, Advanced and Thematic levels. Starting from the 2012/13 school year, the elective modules of the Advanced and Thematic Courses have included a module on sensory, communication and physical needs covering the knowledge and skills necessary for taking care of students with HI. The annual expenditure on additional support and services for supporting students with SEN (including ESS) in the past three school years are set out in Table 5 of the Appendix.

Table 1**Annual Expenditure on HI Schools (including Lutheran School for the Deaf)**

Financial Year	2014-15	2015-16	2016-17 (As at 28 February 2017)
Expenditure (\$ million)	26.5	28.2	25.5

Table 2**Number of Students enrolled in HI Schools (including Lutheran School for the Deaf)**

School Year	2014/15	2015/16	2016/17
Primary	18	20	25
Secondary	84	67	64

Table 3**Number of students with HI enrolled in Mainstream Public Sector Primary and Secondary Schools**

School Year	2014/15	2015/16	2016/17
Primary	270	280	300
Secondary	380	390	350

*Note:**Students with HI refer to those with HI as their major SEN type***Table 4****Number of Students with HI Studying Full-time Locally-accredited Sub-degree and Undergraduate Programme**

School Year	2014/15	2015/16	2016/17 (Provisional figures)
Number of students	184	177	169

Table 5**Annual Expenditure on Additional Support and Services for Supporting Students with SEN**

School Year	2014/15	2015/16	2016/17 (Revised estimate)
Expenditure (\$ million)	1,221.7	1,310.0	1,417.1

- End -

CONTROLLING OFFICER'S REPLY

EDB176

(Question Serial No. 0449)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not specified
Programme: (5) Special Education
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

In respect of special education, the Government plans 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 this regard, will the Government 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 LIAO Cheung-kong, Martin (Member Question No. 35)

Reply:

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 the 2009/10 school year. Expenditure for the related curriculum and resources development work is subsumed under the recurrent expenditure of EDB. In the 2017/18 school year, the total expenditure on implementing the adapted curriculum in schools for children with ID and on enriching learning and teaching materials for implementing the New Academic Structure is \$20.6 million, which also includes \$4.0 million for professional development and training programmes for the relevant teachers.

- End -

CONTROLLING OFFICER'S REPLY**EDB177****(Question Serial No. 0450)**

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

Under Matters Requiring Special Attention in 2017-18, it is stated that the Government will continue to provide 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 does the Government expect to step up its promotional efforts? Please provide the estimated expenditure on publicity and the estimated number of students enrolled for each region.

Asked by: Hon LIAO Cheung-kong, Martin (Member Question No. 34)

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 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 scholarship to be granted in 2017-18, 2018-19 and 2019-20 will amount to at most \$2.4 million, \$3.6 million and \$4.8 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, there will be two "Belt and Road" scholarship schemes funded by private donations for students from Malaysia and Thailand in 2017/18 academic year. Up to ten scholarship offers would be provided under these two new schemes respectively. On publicity, we have enlisted the assistance of the Education Authorities in Malaysia and Thailand to promote the scholarship schemes.

- End -

CONTROLLING OFFICER'S REPLY**EDB178****(Question Serial No. 2195)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Special Education

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

Director of Bureau: Secretary for Education

Question:

In view of increasing social concern on special education, would the Government advise this Committee:

1. given that there are 7 800 students but only 1 750 teachers in special schools, is there any need to increase special education posts? If yes, what is the expected number of additional manpower? If no, what are the reasons?
2. what policies are in place to attract more teachers to work in the special education sector?
3. given that currently only 74% of special school teachers have received training and qualifications in special education, will the Government provide additional allowances to encourage more teachers to receive relevant training? If yes, what is the estimated expenditure?

Asked by: Hon LUK Chung-hung (Member Question No. 38)

Reply:

(1) and (2)

The provision of resources to special schools is based on various parameters, including the number of operating classes, types of special educational needs, their level of support required or by applications of individual schools when need arises, etc. Upon the implementation of the New Senior Secondary academic structure from the 2009/10 school year, the basic staffing ratios for special schools is revised to 1.7 teachers per primary and junior secondary class and 1.9 or 2.0 teachers per senior secondary class, depending on the types of children served. The class size of special schools is relatively smaller (ranges from 8 to 15 per class in different types of special schools) which allow teachers more capacity to cater for the diverse needs of students, engage in school-based curriculum development, conduct lesson preparation, attend professional development programmes, communicate with parents, etc.

On top of the basic provision, additional teachers such as resource teachers for children with visual impairment, resource teachers for autistic children, primary school curriculum leader and native-speaking English teacher are also provided as appropriate. Besides, teaching professions such as mobility instructors, low-vision training teachers, teacher assisting in speech therapy are also provided for the schools to cater for various needs of the students. To enhance the quality of primary school education as well as the promotion prospect of primary school teachers, a new deputy head rank in the public sector primary schools (including special schools with a primary section) has been created in the 2008/09 school year. With a view to attracting more talent to join the teaching profession and enhancing the overall quality of education, the ratio of graduate teacher posts will be increased to 65% in the 2017/18 school year and has been increased to 85% in the 2009/10 school year for public sector primary and secondary schools (including special schools with

the corresponding section) respectively. Apart from 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 braille staff according to the specific needs of their students so that a cross-disciplinary collaboration approach among different professionals could be carried out. In general, sufficient teaching professions and supporting staff are provided for the special schools. We will continue keeping in view the support needs of special schools to ensure the provision of quality education for the students.

(3)

To enhance the professional capacity of teachers in catering for students with diverse needs, the Education Bureau (EDB) has been providing serving teachers in both mainstream schools and special schools with structured training courses on supporting students with special educational needs (SEN) pitched at the Basic, Advanced and Thematic levels (BAT Courses) since the 2007/08 school year. Starting from the 2012/13 school year, we have been organising the Training Course for Special School Teachers (TCSST) specifically for serving special school teachers. To support special schools in arranging teachers to attend the TCSST and the BAT Courses, their regular teachers are granted paid study leave for attending the Courses and grants for employing supply teachers are provided for the schools accordingly. The estimated expenditure for TCSST for the 2017/18 school year is about \$5.1 million. As for the BAT Courses, we are not able to calculate the share of special school teachers in the estimated expenditure for the 2017/18 school year.

In addition, EDB organises different theme-based training activities including seminars, workshops and sharing sessions to share good practices and update teachers on the current trend and approach in catering for students with SEN. The related expenditure is subsumed within the overall provision of EDB. To better prepare and equip prospective teachers with the knowledge and skills in catering for students with SEN, local teacher education universities have also included a module on special education or catering for students with SEN in their pre-service teacher training courses. We will continue to encourage special schools to arrange teachers for attending the TCSST and BAT Courses and keep in view the training needs of special school teachers to organise appropriate courses for enhancement of their professional competence.

- End -

CONTROLLING OFFICER'S REPLY

EDB179

(Question Serial No. 1721)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

According to Matters Requiring Special Attention in 2017–18, the Bureau will continue to implement the Fourth Strategy on Information Technology in Education. Major initiatives include the phased provision of wireless network services and other supporting facilities for all public sector schools. In this connection, please advise this Committee:

- (a) How is the progress of the phased provision of wireless network services and other supporting facilities for all public sector schools? What is the expected completion date of it?
- (b) How many e-textbooks are available for school use at present? What are the relevant subjects? How many of them are published under the E-Textbook Market Development Scheme?
- (c) In 2016/17 and 2017/18 school years, how many schools have used e-textbooks for teaching each year? What is the percentage out of the total number of schools in Hong Kong? How is the effectiveness?
- (d) What actions will the Administration take to encourage various companies and organisations to develop more e-textbooks?
- (e) During the implementation of e-learning, how can the Administration make sure that schools are well-prepared in respect of both hardware and software? Will the Administration consider taking actions to set a format standard for e-textbooks so that schools and publishers have a standard to follow when using or developing e-textbooks?
- (f) Have the Administration reviewed the current situation of e-textbooks publication and assessed the effectiveness of schools' implementation of e-learning? Will the Administration consider setting up designated funding for schools' development of e-learning?
- (g) Will the Administration consider a full implementation of e-learning in the long run as well as formulating policies for the long-term promotion of e-learning, with a clear timetable and targets for improving schools' hardware and software supporting facilities, enhancing teachers' professionalism in e-learning, adjusting teaching concepts and learning modes, and developing electronic teaching materials, so that all stakeholders, including schools, teachers, students, parents and publishers, will have a clearer direction for the development of e-learning?

Asked by: Hon MA Fung-kwok (Member Question No. 57)

Reply:

- (a) Under the Fourth Strategy on Information Technology in Education (ITE4), we have established WiFi campus for about 80% of some 1 000 public sector schools in Hong Kong while most of the remaining schools are scheduled to complete the relevant works by the end of this year.
- (b) There are currently 46 sets of e-textbooks on the Recommended e-Textbook List (eRTL) for school use, 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, Computer Education and Life and Society. Among the 46 sets of e-textbooks, 34 sets were developed under the e-Textbook Market Development Scheme (EMADS).
- (c) Figures of schools using e-textbooks in the 2016/17 and 2017/18 school years are not available since the annual survey for the 2016/17 school year will only be conducted in mid 2017 and after which the survey for the 2017/18 school year will be conducted in mid 2018. 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. In addition, an evaluation has been conducted to assess the effectiveness of EMADS and the findings, which will form part of those on the impact on classroom learning and teaching in the context of the promotion of e-learning, are being compiled.
- (d) 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 and the submission of e-textbooks for review has become a regular practice with three submission periods per year. e-Textbooks that have undergone the quality assurance mechanism will be included on the eRTL together with the e-textbooks developed under EMADS for selection by schools.

(e) to (g)

All e-textbooks on the eRTL have undergone the quality assurance mechanism and the quality assurance mechanism has also been reviewed with reference to the experience gained from the EMADS and the rapid development of technology and market needs. The Education Bureau will continue inviting e-textbook developers, publishers, professionals and educators in IT in education, school principals and frontline teachers to discuss and share their views on the standard requirements to be adopted for future e-textbooks submitted for review. Regular meetings with e-textbook developers and publishers are arranged to discuss the development of e-textbooks. In addition, we also conduct school visits and meetings with teachers to have better understanding of the adoption of e-textbooks in schools.

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, developing students' information literacy and building up professional leadership and capacity of education professionals, will facilitate the readiness of schools to implement e-learning. According to findings from a survey completed in August last year, schools in general acknowledged that e-learning has strengthened the learning motivation and self-directed learning ability of students.

We have been providing all public sector schools with an annual recurrent Composite Information Technology Grant at amounts ranging from \$194,238 to \$668,055, depending on the school type and the number of classes. This is already a dedicated fund to meet the diversified needs of schools on e-learning. Besides, we have disbursed an extra one-off Information Technology grant at an average amount of \$200,000 per school in January 2017 which is another dedicated fund to enhance support to schools in the practice of 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.

- End -

CONTROLLING OFFICER'S REPLY**EDB180****(Question Serial No. 1760)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

It is announced in the Policy Address that the Education Bureau and the Home Affairs Bureau will encourage public sector schools to further open up their facilities and review the promotion of sports development in schools. In this connection, please advise this Committee of the following:

- (a) What concrete measures will the Administration implement to encourage public sector schools to further open up their facilities? What will be the expenditure involved?
- (b) Will the Administration consider providing additional resources for schools that open up their facilities to cover the additional expenses incurred by the engagement of extra manpower during the opening up of school premises and the expenses on maintenance and repair of facilities, electricity, etc. If yes, what are the details? What is the estimated expenditure? If no, what are the reasons?
- (c) Will the Administration consider providing subsidy for schools that open up their facilities to enable these schools to upgrade their security installations? If yes, what are the details? What is the estimated expenditure? If no, what are the reasons?
- (d) Will the Administration consider stipulating an exemption clause and providing guaranteed insurance coverage for schools that open up their facilities, so that these schools do not need to bear the risk of additional insurance during the opening up of facilities. If yes, what are the details? What is the estimated expenditure? If no, what are the reasons?

Asked by: Hon MA Fung-kwok (Member Question No. 73)

Reply:

(a) to (c)

It has been the Government's policy to encourage schools to open up their facilities to outside organisations as a means to foster collaboration between schools and the community. We understand that some schools and parent groups have concerns about the additional costs, extra manpower and legal liability to be incurred in further opening up the school facilities. The Education Bureau (EDB) has, in collaboration with the Home Affairs Bureau (HAB), drawn up a scheme through which support and incentives would be provided to further encourage schools to open up their facilities to the sports associations for organising sports activities. HAB will identify suitable sports associations with interest in hiring school facilities. Besides, financial subsidy to schools to partly cover schools' additional expenses will be jointly provided by HAB and EDB. EDB will consult the school sector on the implementations details in due course and schools will be invited to participate in the scheme on a voluntary basis.

(d) The current Block Insurance Policy (BIP) covers the public liability of aided schools and caput schools as the occupier and/or landlord and/or property owner. As the legal liability of outside organisations for accidents caused by their negligence when holding activities fall outside the scope of the BIP, the outside organisations are required to arrange separate and adequate insurance protection coverage for the activities on their own.

- End -

CONTROLLING OFFICER'S REPLY**EDB181****(Question Serial No. 1782)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

The Scheme for Subsidy on Exchange for Post-secondary Students (SSE) was launched in January 2015 to subsidise the participation of needy local post-secondary students in experience learning and exchange activities outside Hong Kong. Regarding the Scheme, please provide the following information:

- (1) the eligibility criteria the SSE used for funding the exchange programmes;
- (2) in the past 2 academic years or funding periods, the number of participating institutions, the number of applications received, the number of students receiving the subsidy, the number of activities approved, the amount of grant approved (by institution); and
- (3) further to the above question, based on the number of students receiving the subsidy, please list the top 10 destinations of exchange activity and the amount of grant.

Asked by: Hon MA Fung-kwok (Member Question No. 1)

Reply:

- (1) To ensure that no post-secondary students will be denied access to exchange activities due to a lack of financial means, the Education Bureau has introduced a Scheme for Subsidy on Exchange for Post-secondary Students (SSE) since January 2015.

To be considered as eligible exchange activities under the SSE, the exchange activity must last for at least two weeks and must be an outbound activity comprising substantive teaching and learning elements organised and/or endorsed by the participating institution. The participating institutions will process individual applications according to the operating guide issued by the Education Bureau.

- (2) In the first subsidised period covering January 2015 to August 2016, 31 institutions participated in the SSE. \$27 million was granted in subsidies to 2 138 students. Breakdowns of the number of application, students who received the subsidy and the amount of grant approved under the scheme by different participating institutions in the first subsidised period are set out in the **Annex**.

- (3) The top 10 destinations of exchange activity, ranked by the number of visiting students under SSE, are the United States of America, Korea, Mainland China, the United Kingdom, Taiwan, Canada, Japan, Australia, Germany and the Netherlands. The subsidy amount varies according to the destination and duration of the exchange activity, and subject to discount by his/her level of student finance approved by SFO. According to the participating institutions, 75% of students received subsidies of \$7,500 to \$15,000 to participate in exchange activities in the first subsidised period.

Scheme for Subsidy on Exchange for Post-Secondary Students

Number of Students Receiving the Subsidy and Amount of Subsidy Granted
for the first subsidised period from January 2015 to August 2016

Participating Institution	Number of applications received	Number of students received the subsidy	Amount of Subsidy Granted (HK\$)
<i>University Grants Committee-funded Institutions</i>			
City University of Hong Kong	415	371	4,224,450
Hong Kong Baptist University	143	113	1,442,250
Lingnan University	224	180	1,837,500
The Chinese University of Hong Kong	436	305	5,099,980
The Education University of Hong Kong	150	86	995,600
The Hong Kong Polytechnic University	254	207	2,455,800
The Hong Kong University of Science and Technology	111	111	1,347,350
The University of Hong Kong	351	162	1,966,500
<i>Other Institutions</i>			
Caritas Bianchi College of Careers	0	0	0
Caritas Institute of Higher Education	0	0	0
Centennial College	0	0	0
Chu Hai College of Higher Education	14	10	114,750
College of International Education - HKBU	23	20	259,050
Community College of City University	82	71	872,100
Hang Seng Management College	31	16	139,500
HKU SPACE	2	2	30,000
HKU SPACE Community College	26	20	285,000
HKU SPACE Po Leung Kuk Community College	43	37	491,250
Hong Kong Community College - PolyU	177	82	1,117,500
Hong Kong Institute of Technology	43	43	603,750
Hong Kong Shue Yan University	23	23	278,400
Lingnan Institute of Further Education	4	4	56,250
Savannah College of Art and Design	0	0	0

Participating Institution	Number of applications received	Number of students received the subsidy	Amount of Subsidy Granted (HK\$)
School of Continuing and Professional Studies, CUHK	107	67	945,000
School of Continuing Education - HKBU	1	1	1,320
School of Professional Education and Executive Development - PolyU	17	16	225,000
Technological and Higher Education Institute of Hong Kong	50	29	310,500
The Community College at Lingnan University	7	7	93,750
The Hong Kong Academy for Performing Arts	0	0	0
Vocational Training Council	183	151	1,942,350
YMCA College of Careers	4	4	60,000
Total:	2 921	2 138	27,194,900

- End -

CONTROLLING OFFICER'S REPLY**EDB182****(Question Serial No. 1786)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

The Education Bureau indicates under “Matters Requiring Special Attention in 2017-18” that it will continue to provide financial and professional support on a pilot basis to local public sector and Direct Subsidy Scheme schools having formed sister school with their counterparts in the Mainland. Under the pilot scheme, upon vetting and approval of its application, 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. In this connection, please advise this Committee of the following:

1. in the form of a list, the names of primary and secondary schools in receipt of grant in the 2015/16 school year and the names of their Mainland counterparts; the professional support rendered; the number of school personnel and students that have participated and their percentage in terms of the total;
2. the criteria and indicators adopted by the Administration to ascertain and assess the impact of sister school partnership with the Mainland on local teaching quality, such as the teaching abilities of teaching staff and communication abilities of students;
3. whether the Administration has considered setting up a central survey system for teaching staff and students of subsidised schools to provide feedback anonymously; if no, the reasons.

Asked by: Hon MA Fung-kwok (Member Question No. 2)

Reply:

1. The Education Bureau (EDB) has implemented the Pilot Scheme on Promoting Interflows between Sister Schools in Hong Kong and the Mainland (the “Pilot Scheme”) to provide financial and professional support 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. In the 2015/16 school year, some 300 schools have been approved to join the Pilot Scheme and a fixed grant of \$120,000 has been provided to each school to support the development of Hong Kong-Mainland sister schools. Participating schools have been organising various exchange activities at the student, teacher and school management levels based on their individual development needs. It is up to individual schools to decide the target groups as well as mode of exchange activities with the financial support of the grant. As the number of teachers and students that have participated in relevant exchange activities varies from school to school, EDB does not have readily available information on the number of students and teachers involved. Apart from the fixed grant, we have been providing participating schools with professional support, including organising exchange activities and sharing sessions, offering advice on exchange activities, collecting and disseminating good practices, etc. It is a prevailing practice that we do not disclose the name of each participating school in the Pilot Scheme to avoid possible labelling and unnecessary pressure on individual schools.

2. The objective of the Pilot Scheme is to provide financial and professional support to schools to facilitate the multi-faceted development of sister school activities which help students and teachers to have a better understanding about education system in the Mainland, facilitate cultural interflows, expand schools' network, enhance teachers' professionalism and broaden students' horizons. It is therefore not feasible for EDB to devise criteria to assess the impact of sister school partnership on the quality of teaching and communication abilities of students. EDB will commission an independent consultant to conduct an overall review of effectiveness of the Pilot Scheme in the 2017/18 school year. The scope, methodology, evaluation criteria, etc. of the review will be worked out.

3. Over the years, EDB has collected views from schools in Hong Kong that have sister schools in the Mainland through different means, such as anonymous surveys, sharing sessions and seminars conducted from time to time as well as day-to-day contacts. EDB will continue with the existing practice of collecting feedback from participating schools and will defer to individual schools to decide how to tap views from teachers and students who have participated in the exchange activities organised by schools.

- End -

CONTROLLING OFFICER'S REPLY

EDB183

(Question Serial No. 1790)

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

In respect of the Career and Life Planning Grant provided for secondary schools, please give the following information:

1. The expenditures involved and the numbers of school applicants in the 2015/16 and 2016/17 school years.
2. Further to item 1 above, the number of schools that applied to turn the Grant into the recruitment of a full-time regular teacher in the 2016/17 school year.
3. Apart from the Grant, whether the Education Bureau has implemented other schemes or measures to assist schools in providing support for career and life planning.

Asked by: Hon MA Fung-kwok (Member Question No. 3)

Reply:

(1) & (2) The Education Bureau (EDB) provided the Career and Life Planning Grant (CLPG) to 507 and 342 schools in the 2015/16 and 2016/17 school years. The expenditures involved are \$273.8 million and \$195 million respectively. In the 2016/17 school year, a total of 165 schools have converted the CLPG into regular teaching posts.

(3) Apart from the provision of CLPG, EDB provides training and support to enhance teachers' professional capacity in implementing life planning education (LPE), such as increasing the number of structured teacher training places, organising seminars / workshops on specific themes and promoting professional exchanges among schools and teachers. The Guide on Life Planning Education and Career Guidance for Secondary Schools has been issued and school visits are also conducted to provide professional advice to schools to strengthen their LPE. Career exploration activities are provided to students through the Business-School Partnership Programme to enable students to acquire an early sense of the workplace. Information on further studies and career opportunities are disseminated on the webpage. Starting from the 2016/17 school year, EDB has set up District Development Networks to strengthen professional development of teachers and provide career exploration activities on a district basis.

End -

CONTROLLING OFFICER'S REPLY

EDB184

(Question Serial No. 1810)

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

In 2016/2017, how many schools have applied to turn the Senior Secondary Curriculum Support Grant into a regular teaching post?

Asked by: Hon MA Fung-kwok (Member Question No. 4)

Reply:

Some 180 public sector secondary schools have turned the Senior Secondary Curriculum Support Grant into regular teaching posts with effect from the 2016/17 school year.

- End -

CONTROLLING OFFICER'S REPLY**EDB185****(Question Serial No. 1816)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Secondary Education

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

Director of Bureau: Secretary for Education

Question:

Under the matters requiring special attention in 2017-18, it is pointed out that the Government will provide the Learning Support Grant for public sector secondary schools to cover students with mental illness starting from the 2017/18 school year. In this connection, please reply to the following questions:

1. What is the change of the involved expenditure?
2. Apart from expanding the coverage of the above-mentioned grant, what are the other supports provided by the Education Bureau to students with mental health needs?
3. What were the numbers of students with special educational needs (including mental health needs) in the past 5 school years?

Asked by: Hon MA Fung-kwok (Member Question No. 5)

Reply:

(1) and (2)

Students with mental illness (MI) need support pertaining to their emotional and mental health needs which are generally transient in nature. Treatment to them by medical professionals such as psychiatrists and psychiatric nurses is of prime importance. Schools play a complementary role in providing concerted support with particular reference to the students' needs as advised by medical professionals. School professionals, including guidance personnel/teachers, school social workers and educational psychologists (EPs) have been providing support and guidance services for students with MI, including the arrangement of multidisciplinary case conferences with medical professionals when necessary. To enhance the support to students with MI, from the 2017/18 school year onwards, students concerned will be provided with Learning Support Grant (LSG) under which schools will have additional resources to provide appropriate services, such as arranging for counselling and emotional support, etc. The estimated expenditure on the provision of LSG for students with MI in the 2017-18 financial year is about \$30 million.

To support students with MI, the Food and Health Bureau, in collaboration with the Education Bureau (EDB), Hospital Authority (HA) and the Social Welfare Department, launched a two-year pilot scheme named "Student Mental Health Support Scheme" based on a medical-educational-social collaboration model in 17 schools by two phases from the 2016/17 school year to the 2017/18 school year. Under the pilot scheme, a multi-disciplinary team is formed in each school comprising a psychiatric nurse of HA, designated teacher(s) and a school social worker as the core members to work closely with the psychiatric teams of HA, the school-based EPs, relevant teachers and social workers from relevant social service units for the provision of support services to students with mental health needs and their carers.

To enhance the professional capacity of teachers in catering for students with diverse needs, including students with MI, EDB has been providing serving teachers with relevant and structured training courses since the 2007/08 school year on supporting students with special educational needs (SEN) pitched at Basic, Advanced and Thematic levels. Starting from the 2012/13 school year, the elective modules of the Advanced and Thematic Courses have included a module on behavioural, emotional and social development needs covering the knowledge and skills necessary for taking care of students with mental health needs. In the 2017/18 school year, EDB will launch another structured teacher professional development programme pitched at Elementary and In-depth levels on mental health promotion and supporting students with mental health needs.

(3)

The number of students with SEN studying in public sector mainstream secondary schools from the 2012/13 to 2016/17 school years is set out in the table below:

	2012/13	2013/14	2014/15	2015/16	2016/17
Number of students with SEN ^{Note}	14 580	16 440	17 990	19 640	21 030

Note: The figures on MI will be captured as from the 2017/18 school year. Based on the data provided by HA on the patients aged 17 or below with related MI, it is estimated that about 2 000 students will benefit from the additional resources.

- End -

CONTROLLING OFFICER'S REPLY

EDB186

(Question Serial No. 1174)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

A. How many financial resources will the government allocate to promote the learning of the non-Chinese speaking (NCS) students in different educational institutions?

B. The number of NCS students who graduated from S6 and the number of NCS students who sat for the Diploma of Secondary Education Examination from 2012 to 2016 academic years.

C. The number of local NCS students enrolled for the programmes of undergraduate, higher diploma, associate degree, diploma of foundation studies, Vocational Training Council Diploma of Vocation Education, Vocational Training Council Diploma and Vocational Training Council Certificate from 2012 to 2016 academic years respectively.

D. The average amount of tuition fees paid by each NCS graduate for completing the programmes of undergraduate, higher diploma, associate degree, diploma of foundation studies, Vocational Training Council Diploma of Vocation Education, Vocational Training Council Diploma and Vocational Training Council Certificate from 2012 to 2016 academic years respectively.

E. The average annual salary of NCS graduates from the programmes of undergraduate, higher diploma, associate degree, diploma of foundation studies, Vocational Training Council Diploma of Vocation Education, Vocational Training Council Diploma and Vocational Training Council Certificate from 2012 to 2016 academic years respectively.

Asked by: Hon MAK Mei-kuen, Alice (Member Question No. 27)

Reply:

- A. As far as post-secondary institutions are concerned, since funding for support services provided to non-Chinese speaking (NCS) students is included in the Block Grant or recurrent subvention, if any, provided for individual institution, we are not able to provide the actual amount of expenditure on support services for such students.
- B. The numbers of Secondary 6 NCS students attending public sector and Direct Subsidy Scheme (DSS) schools offering local curriculum and sitting for the Hong Kong Diploma of Secondary Education (HKDSE) Examination from the 2011/12 to 2015/16 academic years (AY) are as follows -

Number of NCS Students	2011/12 AY	2012/13 AY	2013/14 AY	2014/15 AY	2015/16 AY
Attending public sector and DSS schools	571	649	829	930	1 150
Sitting for the HKDSE Examination	510	568	731	830	1 046

- C. According to the statistics provided by institutions, the number of NCS students enrolled in full-time programmes at different levels from the 2012/13 to 2016/17 AY is as follows –

Type of Programme	2012/13 AY	2013/14 AY	2014/15 AY	2015/16 AY	2016/17 AY (provisional)
Undergraduate	382	512	677	684	807
Sub-degree	266	320	444	553	721
Diploma of Foundation Studies/Foundation Diploma	Not Available	74	155	151	162
Diploma/Certificate of Vocational Education		51	61	86	86

- D. The range of tuition fees for publicly-funded programmes applies across the board for all local students regardless of whether one is a NCS student. The range of tuition fees of publicly-funded full-time programmes in the 2016/17 AY is as follows –

Type of Programme	Range of Annual Tuition Fees 2016/17 AY
Undergraduate	\$42,100
Sub-degree	\$15,040 – \$31,575
Diploma of Foundation Studies/ Foundation Diploma	\$20,500
Diploma/Certificate of Vocational Education	Free – \$20,500*

* No tuition fee is charged for Secondary 3 to 5 school leavers enrolling in the Diploma of Vocational Education programme if they have yet to enjoy the entire 12-year free education.

Financial assistance schemes are available for all students in need to ensure that no students would be deprived of the opportunity to study due to lack of means. Specific information on NCS students is not available.

- E. Information pertaining to this part is not available.

- End -

CONTROLLING OFFICER'S REPLY**EDB187****(Question Serial No. 1175)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

The Government will continue to implement the Professional Enhancement Grant Scheme with the Language Fund. In this connection, would the Government advise this Committee:

1. How many Chinese Language teachers have applied for the grant in previous years (e.g. 2016-17)?
2. What is the total amount of grants approved in previous years (e.g. 2016-17)?
3. What is the percentage of teachers who have received the grant and then become Chinese language teachers of the Chinese Language Curriculum Second Language Learning Framework?

Asked by: Hon MAK Mei-kuen, Alice (Member Question No. 8)

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 71 applications received so far, 68 applications 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 about \$1.97 million will be incurred for the reimbursement of grant to 68 teachers who have been approved for earmarking of the grant and have completed/will complete the recognised programmes under the Scheme in 2016-17 and thereafter.

Given that schools make different arrangements on teaching NCS students to learn Chinese language with a view to catering for these students' needs, 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. Hence, we do not possess data in this regard.

- End -

CONTROLLING OFFICER'S REPLY**EDB188****(Question Serial No. 1446)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

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

Director of Bureau: Secretary for Education

Question:

The Education Bureau will implement a new kindergarten scheme with effect from the 2017/18 school year to provide direct subsidy for eligible local non-profit-making kindergartens. In this regard, I have the following questions:

1. What is the Government's estimated provision for implementing the Free Quality Kindergarten Education Scheme in 2017-18?
2. To what extent does the scheme seek to increase the teacher-pupil ratio in kindergartens?
3. Has the Government considered implementing the free kindergarten policy across the board (covering all kindergartens offering half-day, whole-day or long whole-day services)? If yes, when will this be done?
4. What will be the total expenditure for implementing the free kindergarten scheme across the board?

Asked by: Hon MAK Mei-kuen, Alice (Member Question No. 6)

Reply:

(1)

With the implementation of the Free Quality Kindergarten Education Scheme (Scheme), the Government's recurrent expenditure in pre-primary education under the new policy will be around \$6.7 billion in the 2017/18 school year which will be fully reflected in the financial year 2018-19. The estimated expenditure on pre-primary education in the financial year 2017-18 is around \$6 billion, including –

- (i) \$4,149 million being direct subsidies to kindergartens (KGs) with breakdown as follows -

	2017-18 (Estimate) (\$ million)
Basic unit subsidies under the Scheme (Note)	3,589
Premises-related subsidies, including rental subsidies, reimbursement of rates and government rent and premises maintenance grant	383
Other school-specific grants, including tide-over grant, grant for a cook and grant for support to non-Chinese speaking students under the Scheme (Note)	177
Total	4,149

Note: It reflects the estimated expenditure for the first 8 months of the Scheme in the 2017/18 school year, i.e. from August 2017 to March 2018.

- (ii) \$1,116 million being expenditure for Pre-primary Education Voucher Scheme; and
- (iii) \$699 million being fee assistance and additional grant for school-related expenses to KG students, Child Care Center Subsidy Scheme, and other expenses.

(2)

Under the Scheme, the requirement in teacher to pupil ratio will be raised from the current 1:15 (including the principal) to 1:11 (principal not included) so as to allow teachers more capacity to cater for the diverse needs of students, engage in curriculum development, lesson planning, professional development, communication with parents, etc..

(3) and (4)

The KG sector is characterised by a high level of flexibility, diversity and vibrancy. In light of the existing diverse operating modes of KGs and different development targets of individual school sponsoring bodies, it does not represent prudent use of public money for the Government to commit totally free KG education for every student or to subsidise every facet of the present and future KG education. Under the Scheme, in principle, Government subsidy should be sufficient for KGs to provide quality half-day (HD) services. Notwithstanding this, individual KGs may have to charge schools fees, which are estimated to be at low level, for their HD programmes, mainly to defray expenses on rent that are not fully covered by rental subsidy. To increase the number of KGs that will not have to charge school fees to defray rental expenses, the Education Bureau will explore feasible measures to provide more Government-owned quality KG premises. As a long-term strategy, adequate space would be earmarked for KG use in new public housing estates with new demand, and we will explore the feasibility of increasing Government-owned KG premises in accordance with the established mechanisms for site search and/or premises allocation as appropriate. We will also explore the feasibility of co-location of KGs and primary schools.

As for whole-day (WD) and long whole-day (LWD) KGs, existing evidence from researches and studies precludes drawing conclusions that WD programmes are more favourable to young children than HD programmes. Studies show that family education plays a crucial and complementary role in shaping young children. A HD programme can achieve the requirements of the curriculum and would allow relatively more family time for young children to play and interact with their family in a less-structured and more relaxing setting to nurture their bonding and sense of security. Although many countries offer WD services for parents as an option, it is not a common practice internationally to provide free WD KG service for all children from three to six years of age.

Having considered the developmental needs of children and overseas practices, we are of the view that the basic tenet of the new policy is that the Government's subsidy to each eligible KG would be sufficient for it to provide quality HD services according to the standards prescribed by the Government. Notwithstanding that, to unleash the potential of the local labour force under the population policy, under the free quality KG education policy to be implemented starting from the 2017/18 school year, we will provide, on a co-payment basis with parents, an additional provision of 30% and 60% for eligible KGs offering WD and LWD services respectively. As the Government has provided additional subsidy, school fees will be at a low level. Needy families may be granted fee remission (at three subsidy levels of 100%, 75% or 50%). In view of the foregoing, we do not have plans to further increase government subsidy for WD and LWD KG places at this stage.

- End -

CONTROLLING OFFICER'S REPLY

EDB189

(Question Serial No. 1448)

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

The Government will provide an additional grant for schools for children with severe intellectual disability, schools for children with physical disability and schools for children with visual impairment-cum-intellectual disability. In this connection, please advise this Committee on the following:

1. What is the estimated provision for this additional grant in 2017-18?
2. How many schools and students stand to benefit from this grant in 2017-18?
3. What are the arrangements and funding requirements for employing nurses and related staff?

Asked by: Hon MAK Mei-kuen, Alice (Member Question No. 10)

Reply:

(1) and (3)

To strengthen the support for the 24-hour ventilator-dependent students, an additional grant will be provided to schools for children with severe intellectual disability (SID schools), schools for children with physical disability (PD schools) and the school for children with visual impairment cum intellectual disability (VI cum ID school) for employing additional nurses and related staff. The expenditure arising from the additional grant for the 2017/18 school year is estimated to be \$7.0 million.

(2)

The ten SID schools, seven PD schools and the VI cum ID school are eligible for the additional grant. In the 2016/17 school year, about 30 24-hour ventilator-dependent students are studying in these schools. The number of schools and students that could benefit from the additional grant in the 2017/18 school year depends on the actual enrolment of 24-hour ventilator-dependent students in the respective schools.

- End -

CONTROLLING OFFICER'S REPLY**EDB190****(Question Serial No. 2018)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education, (3) Primary Education, (4) 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) whether the Administration has considered making it compulsory for schools to use Putonghua to teach the Chinese Language subject in future and 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 2017-18 financial year.
- (3) please provide a list of schools on the Mainland and primary and secondary schools and kindergartens 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) the number of schools in Hong Kong participated in or organised and the number of Hong Kong students participated in exchange programmes in Mainland China over the past 3 years.

Asked by: Hon MO Claudia (Member Question No. 12)

Reply:

- (1) Biliteracy and trilingualism has always been very important to Hong Kong. Embracing professional autonomy, it has all along been a school-based decision of the primary and secondary schools in Hong Kong on whether to adopt Putonghua as the medium of instruction for teaching the Chinese Language subject (PMIC) having regard to the abilities of their teachers and students, as well as their school environment and support. EDB has never made it a mandatory requirement for schools to adopt PMIC. PMIC is being implemented smoothly at schools' discretion. Schools may consider if Putonghua should be adopted as the MOI for teaching the Chinese Language subject and the pace of implementation having regard to their own circumstances, such as readiness of teachers, ability of students, language environment of schools, curriculum planning as well as availability of learning and teaching resources/support. EDB respects the professional decision of schools. EDB will also continue to provide schools with appropriate assistance and professional, on-site support for teaching the Chinese Language subject irrespective of whether the schools' MOI is Putonghua or Cantonese.

- (2)-(4) Funded by the Education Development Fund, the primary aim of the Mainland-Hong Kong Teachers Exchange and Collaboration Programme is to foster professional exchange between Mainland and local teachers through on-site professional development and exchange activities in Hong Kong. The scope of support covers the Key Learning Areas of Chinese Language Education and Mathematics Education as well as kindergarten education. All schools can apply for the Programme according to their contextualised needs.
- (5) No exchange activities between the Mainland and Hong Kong were arranged for primary and secondary schools particularly for the purpose of adopting PMIC over the past 3 years.

- End -

CONTROLLING OFFICER'S REPLY

EDB191

(Question Serial No. 2024)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not specified
Programme: (3) Primary Education, (4) 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 please advise on the following:

- (a) Has the Administration held internal discussions or commissioned academic research to explore the feasibility of formally incorporating the learning of simplified Chinese characters into the primary and secondary school curricula? If yes, what are the details?
- (b) Has a study been conducted to compare the differences in the effectiveness of learning Chinese using traditional characters and simplified characters among local students? If yes, what are the findings?
- (c) Has provision been earmarked for teaching simplified Chinese characters in local primary and secondary schools in the 2017-18 financial year? If yes, what are the details of the work and expenditure involved?

Asked by: Hon MO Claudia (Member Question No. 18)

Reply:

(a) & (b)

The Chinese Language Key Learning Area Curriculum Guide (thereafter the Guide) recommended by the Curriculum Development Council was issued in 2002 after consolidating views from different stakeholders, including school sector, academics and professionals. As promulgated in the Guide, students' ability to recognise simplified Chinese characters could be developed in the course of extensive reading activities after the students have developed a solid foundation in reading and writing traditional Chinese characters. The Education Bureau (EDB) has not mandated for primary and secondary school students to learn and use simplified Chinese characters in Chinese language lessons. Nor has it commissioned any related research studies.

(c) On an ongoing basis, EDB will continue to provide support to the learning and teaching of Chinese Language (including the recognition of simplified Chinese characters) in primary and secondary schools. Expenditure for the related support measures, which includes provision of learning and teaching resource materials and professional development programmes for teachers, etc. is subsumed under the recurrent expenditure of EDB as an integral part of its day-to-day curriculum development work. There is no separate breakdown for individual items.

- End -

CONTROLLING OFFICER'S REPLY

EDB192

(Question Serial No. 2031)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (6) 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 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. the number of primary schools which received additional funding to use English as the primary medium of instruction and the related allocated funding;
- d. the number of primary schools which received additional funding to use Putonghua as the medium of instruction in Chinese language classes and the related allocated funding;
- e. of the primary schools referenced in (a), 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;
- f. 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;
- g. 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;
- h. 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;
- i. the number of secondary schools which received additional funding to use English as the primary medium of instruction and the related allocated funding;

j. the number of secondary schools which received additional funding to use Putonghua as the medium of instruction in Chinese language classes and the related allocated funding;

k. of the secondary schools referenced in (g), 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; and

l. of the secondary schools referenced in (h), 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.

In the past years, the EDB's response has been that it advocates the use of "mother tongue", meaning Chinese, as the principal medium of instruction in primary education; and there is no longer bifurcation of public sector secondary schools into Chinese-medium and English-medium schools since 2010/2011.

Seeing that the effectiveness of the "Chinese Language Curriculum Second Language Learning Framework" remains to be proven and there is a lack of support in NCS students' learning in other subjects, the MOI of individual subjects is of crucial interest to NCS students and their parents when they are trying to select a school. The added challenge of PMIC to NCS students' Chinese learning necessitates a review of the MOI situation at schools.

Will the EDB conduct a survey/research on the MOI situation of individual subjects at public primary and secondary schools?

Asked by: Hon MO Claudia (Member Question No. 27)

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. The earlier they are exposed to the learning of Chinese, the better. To step up the support for NCS students' effective learning of the Chinese language with a view to facilitating their integration into the community, EDB has implemented the "Chinese Language Curriculum Second Language Learning Framework" ("Learning Framework") in primary and secondary schools starting from the 2014/15 school year with the provision of about \$200 million annually for schools to implement the "Learning Framework" and other complementary support measures for the creation of an inclusive learning environment in schools. Applied Learning Chinese (for NCS Students) courses pegged at the Qualifications Framework Levels 1 to 3 have also been provided at senior secondary levels starting from the 2014/15 school year to provide NCS students with an additional channel to acquire an alternative Chinese qualification for further studies and career pursuits. EDB has, based on the research framework drawn up

in light of the advice of research and language experts, been collecting and analysing data to evaluate the effectiveness of the support measures for NCS students (including the “Learning Framework”) and will refine them as appropriate.

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 2016/17 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)	297 808	9 266	8 694
Secondary (Secondary 1 - 6) (Note 5)	314 965	8 971	8 134

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 2016.
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.

As a point of reference, the Primary and Secondary School Profiles offer information provided by schools which includes the MOI situation of an individual primary or secondary school. EDB also conducts annual survey with primary and secondary schools (excluding ESF and international schools) to collect information on schools’ class and subject details including MOI.

In respect of using Putonghua as the medium of instruction for teaching the Chinese Language Subject (PMIC), primary and secondary schools may make decision having regard to their own circumstances. As the number of schools may vary every year, we do not possess the exact figures.

Irrespective of schools’ MOI arrangements and whether they choose to adopt PMIC, EDB has been organising diversified professional development programmes to ensure that language teachers are provided with adequate training opportunities to enhance their professional capability in teaching the relevant languages for the benefits of students’ language learning.

- End -

CONTROLLING OFFICER'S REPLY**EDB193****(Question Serial No. 2123)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) 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 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			

b. 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 MO Claudia (Member Question No.19)

Reply:

a.

	Column A	Column B	(Column A/Column B)
TSA test taken in 2015/16	Number of NCS students*	Total number of NCS students #	Percentage of NCS students* in the grade level who have taken this TSA test
P3^ Chinese language	231	1 914	12.1%
P3^ English language	231	1 914	12.1%
P3^ Mathematics	231	1 914	12.1%
P6 [△] Chinese language	96	1 471	6.53%
P6 [△] English language	96	1 471	6.53%
P6 [△] Mathematics	96	1 471	6.53%
S3 Chinese language	1 321	1 458	90.6%
S3 English language	1 321	1 458	90.6%
S3 Mathematics	1 321	1 458	90.6%

* These non-Chinese speaking (NCS) students were those provided with facilitation measures according to their needs as requested by schools in the context of the Territory-wide System Assessment (TSA).

^ The 2016 Primary 3 TSA was conducted as part of the 2016 Tryout Study. The data are from some 50 participating schools.

△ The Primary 6 TSA was suspended in 2012 and 2014. Since 2015, the Primary 6 TSA has been implemented in odd-numbered years. School participation has been on a voluntary basis in even-numbered years. Since participation in this assessment was on a voluntary basis and not all P.6 students were involved, the number of students participated in TSA is small.

NCS students cover those students who are non-Chinese speaking based on the spoken language at home. The figures of number of NCS students refer to the position as at mid-September 2015. They include government, aided, Direct Subsidy Scheme and local private schools but excluding Private Independent Schools. They do not include international schools and special schools.

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 aforementioned. In fact, NCS students' learning of the Chinese language cannot simply be based on their attainment rates of Basic Competency 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.

b.

	Column A	Column B	(Column A/Column B)
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	5 156	54 236	9.51%
P3^ English language	5 156	54 236	9.51%
P3^ Mathematics	5 156	54 236	9.51%
P6 [△] Chinese language	1 952	46 375	4.21%
P6 [△] English language	1 952	46 375	4.21%
P6 [△] Mathematics	1 952	46 375	4.21%
S3 Chinese language	55 278	55 266	NA
S3 English language	55 278	55 266	NA
S3 Mathematics	55 278	55 266	NA

* Total number of students participated in TSA.

^ The 2016 Primary 3 TSA was conducted as part of the 2016 Tryout Study. The data are from some 50 participating schools.

△ The Primary 6 TSA was suspended in 2012 and 2014. Since 2015, the Primary 6 TSA has been implemented in odd-numbered years. School participation has been on a voluntary basis in even-numbered years. Since participation in this assessment was on a voluntary basis and not all P.6 students were involved, the number of students participated in TSA is small.

The figures refer to the position as at mid-September 2015. They include government, aided, Direct Subsidy Scheme and local private schools but excluding Private Independent Schools. They do not include international schools and special schools.

The percentages of Primary 3 students achieving Basic Competencies (BCs) in Chinese Language, English Language and Mathematics are 85.8%, 81.1% and 89.9% respectively. The percentages of Secondary 3 students achieving BCs in Chinese Language, English Language and Mathematics are 77.4%, 69.6% and 80.0% respectively. Since 2015, the Primary 6 TSA has been implemented in odd-numbered years. Since participation in this assessment was on a voluntary basis in 2016 and not all Primary 6 students were involved, no data on percentages of students' achieving BCs is provided.

- End -

CONTROLLING OFFICER'S REPLY

EDB194

(Question Serial No. 2142)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education, (3) Primary Education, (4) Secondary Education, (7) Post-secondary, Vocational and Professional 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 and University-school Support Programmes (USP) for non-Chinese speaking ("NCS") students in 2014/15, 2015/16, and 2016/17, 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 school children among all NCS kindergarten school children, and the amount of funding allotted;

The list of government-funded primary school support programmes and University-school Support Programmes (USP) for NCS students in 2014/15, 2015/16 and 2016/17, 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 and University-school Support Programmes (USP) for NCS students in 2014/15, 2015/16, and 2016/17, 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;

Will the EDB share the evaluations of the above mentioned programmes? If evaluations have not been conducted, how does the EDB monitor the effectiveness of these programmes? Does the EDB have a list of indicators to evaluate the programmes? How are the students' progress tracked?

Asked by: Hon MO Claudia (Member Question No. 36)

Reply:

The list of government-funded support programmes implemented by institutions for non-Chinese speaking (NCS) students in the 2014/15, 2015/16 and 2016/17 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 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 & 2016/17 school years	Expenditure [#] (\$ million)		
				2014/15	2015/16	2016/17
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 (2014/15) About 970 (2015/16) About 1 060 (2016/17)	3.8	3.7	3.9*
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	2.4	1.7*
Pilot Project on Providing Career-related Experience for NCS Students in Secondary Schools Caritas - Hong Kong	NCS students attending senior secondary class levels	To provide career-related experience for NCS students in secondary schools through trial run programmes	About 600 students per year in the 2015/16 and 2016/17 school years	@	1.9	2.4*
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 programmes	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	8.5	13*

[#] 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.

Evaluation and monitoring of the above government-funded support programmes is conducted by various means such as observations, meetings with service providers, reports submitted by service providers etc. and EDB will continue to review the programmes to ensure that they best suit the needs of participants. Knowledge and good practices generated from the USP projects have been/will be disseminated through professional development programmes, sharing sessions and publications (including websites), as appropriate.

- End -

CONTROLLING OFFICER'S REPLY**EDB195****(Question Serial No. 2253)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (6) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

The Education Bureau has been using Chinese Language Assessment Tools to determine NCS students' Chinese Language level. They are ranked as achieving High, Medium or Low performance in four different stages namely the Entry Stage, Key Stage I (Primary 1-3), Key Stage II (Primary 4-6) and Key Stage III (Secondary 1-3). Each stage of these assessment tools provides "exemplars on listening, speaking, character recognition/ reading and character writing/ writing, alongside audio recordings and scripts, reference answers and marking schemes etc. to facilitate teachers' use" (EDB website).

Will the government inform this council of:

What is the amount of funding used to assess NCS students' Chinese ability, the frequency of the assessments and the institutions providing these assessments?

Please state the levels of competence in Chinese that NCS students have attained since the implementation of the "Chinese Language Curriculum Second Language Learning Framework" by tabulating their performance under different learning stages according to different language abilities reading, writing, listening and speaking for the years 2014/15 and 2015/16?

	2014/15	2015/16
No. of Secondary 1-3 NCS students reached Key Stage III		
No. of Primary 4-6 NCS students reached Key Stage II		
No. of Primary 1-3 NCS students reached Key Stage I		
No. of NCS students reached Entry Stage		

Asked by: Hon MO Claudia (Member Question No. 37)

Reply:

The Education Bureau (EDB) has stepped up the 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. Schools have been provided with practical tools and steps, and second language learning reference materials, including the "Chinese Language Assessment Tools" ("Assessment Tools"). The assessment tasks under the "Assessment Tools" cover the entry stage, Key Stage 1 (Primary 1-3), Key Stage 2 (Primary 4-6), Key Stage 3 (Secondary 1-3) and Key Stage 4 (Secondary 4-6). The tasks in each stage are designed in conjunction with the expected learning outcomes

across different levels of the “Learning Framework” so as to help teachers in teaching and providing assessment feedback to NCS students. Aligned with curriculum planning, teaching progression and students’ learning needs, teachers may adopt a school-based approach in adopting the “Assessment Tools” to assess NCS students’ learning progress over time, make timely feedback on learning in a formative manner and set progressive learning targets for their NCS students. For example, teachers may use part or all of the questions in the exemplars and make adaptation to the questions as appropriate according to their students’ needs, and administer the assessment at the mode and time as schools consider appropriate. Hence, frequency of the assessments arranged by schools is not available.

To facilitate schools’ implementation of the “Learning Framework” and the creation of an inclusive learning environment in schools, starting from the 2014/15 school year, all schools admitting 10 or more NCS students have been provided with an enhanced funding ranging from \$800,000 to \$1,500,000 per year depending on the number of NCS students admitted. These schools are required to, based on the results of the “Assessment Tools” in conjunction with the “Learning Framework”, adopt diversified intensive learning and teaching modes as appropriate to help the NCS students learn Chinese effectively and make steady progress with a view to bridging over to mainstream Chinese Language classes.

In tandem, EDB has also commissioned a tertiary institution to conduct analysis on NCS students’ overall learning performance in Chinese reading and writing annually starting from the 2014/15 school year by making reference to the results by using the “Assessment Tools”. According to the sampling methodology adopted, the marked scripts on each of reading (or character recognition) and writing (or character writing), broadly categorised as high, medium and low in terms of performance by individual schools based on school-based criteria, are collected from all schools provided with the enhanced funding so that the findings would cover NCS students’ learning at different grade levels and Chinese proficiency as far as practicable.

The findings in the 2014/15 and 2015/16 school years show that the overall performance in reading and writing of NCS students studying at the same grade level varied considerably as their duration of and pace in learning Chinese were different. On writing, the performance of NCS students with relatively higher ability was comparable with that of their Chinese-speaking counterparts of the corresponding grade level, while their performance in reading slightly lagged behind. 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 be able to bridge over to mainstream Chinese classes in due course. Nevertheless, NCS students’ learning of the Chinese language cannot simply be based on the results of the “Assessment Tools”. In fact, 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. When the enhanced education support for NCS students mentioned above takes root and sustains, it is expected that NCS students (specifically those who have started learning the Chinese Language at kindergarten level) would improve their Chinese progressively.

The relevant manpower resources and expenses for assessing NCS students’ overall learning performance in Chinese under the “Assessment Tools” are subsumed under the overall expenditure of EDB and the enhanced funding provided to schools, hence a breakdown of expenditure in this regard is not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB196

(Question Serial No. 2258)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education, (6) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

In the 2017 Policy Address, the Chief Executive announced that “the Government will invite the Standing Committee on Language Education and Research (SCOLAR) to consider making use of the Language Fund to provide Chinese and English enhancement programmes for kindergarten teachers, including training on skills in teaching Chinese to non-Chinese speaking students.”

Will the government inform this council how will the Government implement “training on skills in teaching Chinese to non-Chinese speaking students” and what will be the size of the funding allocated for this purpose and what will the timeline for implementing this policy?

Asked by: Hon MO Claudia (Member Question No. 38)

Reply:

In response to the proposal in the 2017 Policy Address, SCOLAR has recommended an allocation of \$42 million from the Language Fund to finance enhancement programmes on Chinese and English literacy and pedagogy for kindergarten teachers to enhance their professional preparation, continuing development and language competencies in order to dovetail with the launch of the updated Kindergarten Education Curriculum Guide. For the Chinese programmes, the focus would be on enhancing kindergarten teachers' understanding of the Chinese Language system and the distinctive features of the language; building up teachers' capacity in designing and delivering quality teaching activities for developing young children's interest and positive attitudes towards learning Chinese as well as children's awareness of the language for better learning in primary schooling; and equipping teachers with pedagogical knowledge and skills to cater for learner diversity, including teaching Chinese to non-Chinese speaking children who learn Chinese as a second language. The enhancement programmes are planned to be offered from 2017/18 to 2019/20 for three school years. Post-secondary and/or tertiary institutions which offer early childhood education programmes would be commissioned to offer the said enhancement programmes.

- End -

CONTROLLING OFFICER'S REPLY**EDB197****(Question Serial No. 2260)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

Since the school year 2014/15, education support measures for non-Chinese speaking (NCS) students include training programmes for Chinese Language teachers teaching NCS students; some of these training programmes are contracted to be conducted by institutions such as the Education University of Hong Kong

Will the government inform this council of the actual expenditures for these subvented training programmes, the frequency and the enrolment of these programmes from the 2014/15 to 2016/17 school year?

Asked by: Hon MO Claudia (Member Question No. 39)

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 to NCS students, a total of 87 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 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 30 and 37 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”, conducted by the Education University of Hong Kong among other programmes / courses, for Chinese Language teachers teaching NCS students in primary and secondary schools will continue. From the 2014/15 to 2015/16 school years, a total of about 30 teachers enrolled in the course. The programme for the 2016/17 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 has been 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 give the number of teachers who have attended the programmes or its breakdown.

Besides, EDB has also stepped up the school-based professional support services to individual schools including support to enhance teachers' professional capability in teaching NCS students through diversified modes including on-site support provided by EDB professional support teams and support rendered through the University-School Support Programmes (USP), Professional Development Schools Scheme and School Support Partners (Seconded Teacher) Scheme financed by the Education Development Fund since the 2014/15 school year. From the 2014/15 to 2016/17 school years, 79, 97 and 93 schools admitting NCS students are receiving the professional support services respectively.

The aforementioned is 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 USP projects for primary and secondary schools funded under the Education Development Fund.

- End -

CONTROLLING OFFICER'S REPLY

EDB198

(Question Serial No. 2265)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

The Education Bureau had spent HK\$184,000 to formulate an evaluation research framework to evaluate the effectiveness of support measures on the learning of Chinese of NCS students. The “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 mentioned that it 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.

Will the Government share with this council the initial data on the performance of NCS students and feedback on the impact of various support measures as well as the overall performance of NCS students in Chinese Language, feedback of schools on the support services and recommendations for improvement?

Asked by: Hon MO Claudia (Member Question No. 40)

Reply:

Based on the advice of research and language experts, the Education Bureau (EDB) has drawn up the research framework to evaluate the effectiveness of various support measures for non-Chinese speaking (NCS) students to ensure the quality of the support measures and refine individual measures where appropriate. EDB has been collecting a range of data for the evaluation study, such as NCS students' performance in the Territory-wide System Assessment (TSA) and results of questionnaire survey on TSA; evaluation data for the effectiveness of School-based Professional Support Services by means of questionnaires and focus group interviews. The initial findings of the 2014/15 and 2015/16 school years are being collated and analysed quantitatively and qualitatively for trend analysis. The consolidated findings would be reported to the Legislative Council once completed.

- End -

CONTROLLING OFFICER'S REPLY

EDB199

(Question Serial No. 2271)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

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 MO Claudia (Member Question No. 49)

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	Actual 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	224.0 Note 1	244.9 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	3.9
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	2.6

Student grant for Applied Learning Chinese (for NCS students) starting from the 2014/15 school year	2.3	4.4	6.8
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	2.58
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	2.35	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	 - Note 2 Note 1	 0.7 Note 2 Note 1

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.
- For the 2-year USP project from the 2015/16 to 2016/17 school years, the actual expenditure of the 2015/16 school year is \$2.25 million and the estimated expenditure of the 2016/17 and 2017/18 school years is \$5.85 million and \$0.9 million 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**EDB200****(Question Serial No. 2675)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not SpecifiedProgramme: (3) Primary Education, (4) Secondary EducationControlling Officer: Permanent Secretary for Education (Mrs Marion LAI)Director of Bureau: Secretary for EducationQuestion:

The Education Bureau allocates funding to schools admitting 10 or more non-Chinese speaking (NCS) students ranging from \$800,000 to \$1,500,000 per year 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. Schools with less than 10 students may apply for an additional funding of \$50,000 to offer after-school support programmes in Chinese learning.

In this connection, will the government inform this Council of

1. Number of schools and additional funding received according to the funding model:

School year	Number of NCS Students	Total funding provided (primary schools)	Total number of primary schools	Total funding provided (secondary schools)	Total number of secondary schools
2014/15	Less than 10				
	10-25				
	26-50				
	51-75				
	76-90				
	91 or more				
2015/16	Less than 10				
	10-25				
	26-50				
	51-75				
	76-90				
	91 or more				
2016/17	Less than 10				
	10-25				
	26-50				
	51-75				
	76-90				
	91 or more				

2. How different schools use the funding by tabulating the amount of funding used by schools in 2014/15, 2015/16, and 2016/17:

Funding use	Actual expenditures	Number of primary schools	Number of secondary schools
Hiring Chinese Language teachers whose main duty is teaching Chinese language to NCS students			
Hiring Chinese Language teachers whose main duty is general teaching			
Hiring Chinese Language teachers whose main duty is developing school-based curricula/teaching resources			
Hiring teaching assistants whose main duty is providing in-class support to NCS students and supporting teachers' teaching in Chinese Language lessons			
Hiring teaching assistants whose main duty is assisting teachers in designing teaching activities and creating teaching resources(including e-learning resources)			
Hiring teaching assistants whose main duty is after-school support			
Hiring teaching assistants whose main duty is supporting NCS students during recess or after school			
Hiring teaching assistants whose main duty is assisting teachers in recruiting teaching assistants who are mainly responsible for the liaison with the parents of NCS students			
Hiring ethnic minority assistants whose main duty is communicating with the parents of NCS students, translating school notices, assisting in explaining school policies and administrative arrangements, etc.			
Hiring ethnic minority assistants whose main duty is collaborating with teachers in Chinese Language lessons			
Hiring ethnic minority assistants whose main duty is helping teachers organise inclusion activities			
Purchasing teaching resources			
Procuring professional services			
Major initiatives to create an inclusive learning environment			
Others			

3. Tabulate the 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 2016/17.

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 MO Claudia (Member Question No. 35)

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. To facilitate the implementation of the “Learning Framework”, EDB has, starting from the 2014/15 school year, provided all public sector and Direct Subsidy Scheme schools offering the local curriculum and admitting 10 or more NCS students with the enhanced 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. 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. The number of schools provided with the aforementioned funding with breakdown by number of NCS students ranging from “less than 10”, “10 to 25”, “26 to 50”, “51 to 75”, “76 to 90” and “91 or above” and the expenditure from the 2014/15 to 2016/17 school years are tabulated at Annex A.
- (2) Usage of the aforementioned funding for appointment of additional teachers, appointment of teaching assistants, appointment of ethnic minority (EM) assistants, purchase of learning and teaching resources, procurement of professional services (including after-school extended Chinese language learning activities) and organising activities to promote an inclusive environment in schools are tabulated at Annex B. Based on the school reports of the 2014/15 and 2015/16 school years and the school plans of the 2016/17 school year submitted by the schools concerned, the schools have adopted a holistic approach in resource planning and deployment of staff to support NCS students’ effective learning of the Chinese language. To quote appointment of teachers as an example, the additional teachers have been/ are appointed by the schools concerned to teach Chinese language to NCS students (in class and after school as appropriate), to spare the experienced teachers as appropriate to adapt the school-based Chinese Language curriculum and/or learning and teaching materials to cater for the needs of their NCS students, etc.. Teaching assistants, similarly, have been/ are generally employed to support Chinese Language teachers and NCS students during lessons and after school as appropriate, and to assist teachers in adaptation of and preparation for learning and teaching materials. Some have also been assigned to liaise with parents of NCS students to strengthen home-school cooperation. EM assistants have been/ are normally employed to help strengthen communication with parents of NCS students, such as translating and/or explaining school letters / notices to help parents of NCS students understand more the school policies and administrative arrangements, providing support to individual NCS students as appropriate in class, and organising activities for the creation of an inclusive learning environment in schools. Further breakdown of the usage of the funding by specific duties of the additional teachers, teaching assistants and EM assistants as requested is not available.

- (3) In the 2016/17 school year, a total of 216 schools (including 118 primary schools and 98 secondary schools) admitting 10 or more NCS students are provided with the enhanced funding. According to the school plans submitted, these schools 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 adoption of 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 provided with enhanced funding mentioned in (1) above in the 2016/17 school year are tabulated at Annex C. As explained in (2) above, the schools have adopted a holistic approach in resource planning and deployment of staff. In addition, deployment of staff for implementation of different intensive learning and teaching modes may be adjusted having regard to the changing circumstances and needs of their NCS students in learning the Chinese language. Breakdown of expenditure by each mode is therefore not available.

**Number of schools provided with the additional funding
with non-Chinese speaking (NCS) students ranging from
“less than 10”, “10 to 25”, “26 to 50”, “51 to 75”, “76 to 90” and “91 or above” and the expenditure
from the 2014/15 to 2016/17 school years**

School year	Number of NCS Students	Expenditure (primary schools) (\$ million)	Total number of primary schools	Expenditure (secondary schools) (\$ million)	Total number of secondary schools
2014/15	Less than 10	1.25	25	1.65	33
	10 – 25	39.20	49	28.80	36
	26 – 50	17.10	18	10.45	11
	51 – 75	6.60	6	4.40	4
	76 – 90	3.75	3	1.25	1
	91 or above	36.00	24	31.50	21
2015/16	Less than 10	1.70	34	2.45	49
	10 – 25	45.60	57	32.80	41
	26 – 50	19.95	21	12.35	13
	51 – 75	6.60	6	7.70	7
	76 – 90	2.50	2	0.00	0
	91 or above	39.00	26	36.00	24
2016/17	Less than 10	4.45	89	4.30	86
	10 – 25	48.80	61	38.40	48
	26 – 50	19.95	21	18.05	19
	51 – 75	7.70	7	6.60	6
	76 – 90	5.00	4	1.25	1
	91 or above	37.50	25	36.00	24

Notes:

1. Figures cover NCS students in public sector and Direct Subsidy Scheme schools offering the local curriculum. Figures do not include special schools.
2. Figures for the 2016/17 school year (including the number of schools and expenditure) are provisional.

**Usage of funding by schools provided with additional funding
from the 2014/15 to 2016/17 school years**

Use of Funding	2014/15 school year			2015/16 school year			2016/17 school year		
	Expenditure (\$ million)	No. of primary schools	No. of secondary schools	Expenditure (\$ million)	No. of primary schools	No. of secondary schools	Estimated expenditure (\$ million)	Estimated no. of primary schools	Estimated no. of secondary schools
Appointment of additional teachers	99.53	102	76	127.46	114	96	151.11	115	94
Appointment of additional teaching assistants	31.15	86	65	35.51	90	74	39.01	89	64
Appointment of ethnic minority assistants	6.98	19	17	9.20	24	21	12.35	26	26
Purchase of learning and teaching resources	4.25	63	59	4.07	74	78	5.76	75	76
Procurement of professional services	5.58	59	41	6.78	73	57	6.75	58	46
Organising activities to promote an inclusive environment in schools	1.62	35	36	1.66	40	42	4.36	55	61

Notes:

1. Schools may use funding for more than one category.
2. Figures cover public sector and Direct Subsidy Scheme schools offering the local curriculum. Figures do not include special schools.
3. Figures for the 2016/17 school year (including the number of schools and expenditure) are provisional.

**The intensive learning and teaching modes adopted by schools provided with the additional funding
in the 2016/17 school year**

Intensive learning and teaching modes	Number of primary schools adopting such mode	Number of secondary schools adopting such mode
Pull-out learning	81	76
Split-class/group learning	30	36
Increasing Chinese Language lesson time	39	28
Learning Chinese across the curriculum	19	20
Co-teaching with 2 or more teachers/ teaching assistants to provide in-class support	70	34
After-school consolidation	199	164

Notes:

1. Schools may adopt more than one learning and teaching mode.
2. Figures cover public sector and Direct Subsidy Scheme schools offering the local curriculum. Figures do not include special schools.
3. For the mode of after-school consolidation, the figures include 89 primary schools and 86 secondary schools admitting a handful (i.e. 1 to 9) of NCS students with additional funding for after-school consolidation. Figures on the number of schools concerned are provisional.

- End -

CONTROLLING OFFICER'S REPLY**EDB201****(Question Serial No. 1933)**

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

Regarding the Study Subsidy Scheme for Designated Professions/Sectors, would the Administration advise this Committee:

(a) the number of applicants and relevant disciplines each year since the implementation of the Scheme. Please tabulate the figures by year.

(b) the expenditures on subsidising each of the 17 designated programmes. Please tabulate the figures by year and programme category.

(c) whether it has assessed the inclusion of information technology-related disciplines into the Scheme; if yes, of the details; if no, of the reasons.

(d) whether it has assessed the estimated expenditure for including information technology-related disciplines into the Scheme; if yes, of the details; if no, of the reasons.

Asked by: Hon MOK Charles Peter (Member Question No. 21)

Reply:

(a)
Subsidised places under the Study Subsidy Scheme for Designated Professions/Sectors (SSSDP) are allocated mainly through the Joint University Programmes Admissions System (JUPAS) in order to ensure eligible students are selected through a merit-based system. The number of students applying for SSSDP programmes via JUPAS for the cohorts admitted in the 2015/16 and 2016/17 academic years are set out at **Annex A**.

(b)
Details of the relevant institutions, selected programmes and actual/estimated expenditure on subsidy for students under SSSDP in the 2015/16 and 2016/17 academic years are set out at **Annex B**.

(c) & (d)
In consultation with policy bureaux, a total of six disciplines, namely health care, construction industry, testing and certification, creative industry, logistics, and tourism and hospitality were identified as key disciplines with keen manpower demand under the pilot run of SSSDP for the 2015/16 to 2017/18 cohorts. The Education Bureau will announce details of SSSDP including the selected programmes and the respective number of subsidised places for the 2018/19 cohort later this year after consulting policy bureaux.

**Number of Students Applying for SSSDP Programmes via JUPAS
for the Cohorts Admitted in the 2015/16 and 2016/17 Academic Years**

Institution	Programme	Number of subsidised places		Number of applications via JUPAS	
		2015/16	2016/17	2015/16	2016/17
Caritas Institute of Higher Education	Bachelor of Nursing (Honours)	-	60	-	6 214
Chu Hai College of Higher Education	Bachelor of Architecture (Honours)	40	-	1 845	-
	Bachelor of Science (Honours) in Architecture	-	40	-	2 311
Hang Seng Management College	Bachelor of Business Administration (Honours) in Supply Chain Management	70	70	7 111	6 840
Tung Wah College	Bachelor of Health Science (Honours) – Major in Nursing	200	200	6 905	5 924
The Open University of Hong Kong	Bachelor of Fine Arts with Honours in Animation and Visual Effects	80	80	4 078	3 763
	Bachelor of Nursing with Honours in General Health Care	150	150	7 311	6 288
	Bachelor of Nursing with Honours in Mental Health Care	70	70	4 867	4 269
	Bachelor of Science with Honours in Testing and Certification	50	50	3 484	2 999
Technological and Higher Education Institute of Hong Kong, Vocational Training Council	Bachelor of Arts (Honours) in Fashion Design	60	60	3 286	3 285
	Bachelor of Arts (Honours) in Product Design	60	60	4 345	4 345
	Bachelor of Arts (Honours) in Landscape Architecture	10	10	2 222	2 027
	Bachelor of Arts (Honours) in Culinary Arts and Management	30	30	4 498	4 248
	Bachelor of Engineering (Honours) in Civil Engineering	60	60	3 383	3 709
	Bachelor of Engineering (Honours) in Environmental Engineering and Management	60	60	3 577	3 842
	Bachelor of Arts (Honours) in Horticulture and Landscape Management	-	30	-	2455
	Total:	940	1 030	56 912	62 519

**Actual/Estimated Expenditure on Subsidy
for Students in the 2015/16 and 2016/17 Academic Years**

Institutions	Disciplines	Programmes	Actual expenditure on subsidy for 2015/16 (\$'000)	Estimated expenditure on subsidy for 2016/17 (\$'000)
Caritas Institute of Higher Education	Health Care	Bachelor of Nursing (Honours)	-	4,200
Chu Hai College of Higher Education	Architecture and Engineering	Bachelor of Architecture (Honours)	800	760
	Architecture and Engineering	Bachelor of Science (Honours) in Architecture	-	900
Hang Seng Management College	Logistics	Bachelor of Business Administration (Honours) in Supply Chain Management	2,720	5,560
The Open University of Hong Kong	Creative Industry	Bachelor of Fine Arts with Honours in Animation and Visual Effects	5,180	10,640
	Health Care	Bachelor of Nursing with Honours in General Health Care	10,500	20,930
	Health Care	Bachelor of Nursing with Honours in Mental Health Care	4,900	9,590
	Testing and Certification	Bachelor of Science with Honours in Testing and Certification	3,500	6,790
Tung Wah College	Health Care	Bachelor of Health Science (Honours) – Major in Nursing	13,755	27,300
Technological and Higher Education Institute of Hong Kong, Vocational Training Council	Architecture and Engineering	Bachelor of Arts (Honours) in Horticulture and Landscape Management	-	1,200
	Architecture and Engineering	Bachelor of Arts (Honours) in Landscape Architecture	400	760
	Architecture and Engineering	Bachelor of Engineering (Honours) in Civil Engineering	4,200	8,120
	Architecture and Engineering	Bachelor of Engineering (Honours) in Environmental Engineering and Management	4,200	8,260
	Creative Industry	Bachelor of Arts (Honours) in Fashion Design	4,200	7,140
	Creative Industry	Bachelor of Arts (Honours) in Product Design	4,130	7,630
	Tourism and Hospitality	Bachelor of Arts (Honours) in Culinary Arts and Management	1,200	2,400
Total			59,685	122,180

- End -

CONTROLLING OFFICER'S REPLY

EDB202

(Question Serial No. 1935)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not specified
Programme: (8) 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) What were the work items and expenditures involved for the implementation of the Fourth Strategy on Information Technology in Education in 2016-17?
- (b) What are the Government's targets, timetable and estimated expenditures for the implementation of the Fourth Strategy on Information Technology in Education in 2017-18?
- (c) How much resources will the Education Bureau set aside in 2017-18 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?
- (d) What are the work items and timetable for the implementation of the Report on Promotion of STEM Education – Unleashing Potential in Innovation?
- (e) What are the IT-related subjects in junior and senior secondary curricula and the number of students taking each subject?
- (f) Is there any STEM-related learning activities jointly organised with tertiary institutions, professional bodies or other related organisations in 2016-17? If yes, what are the related expenditures, work items, targets and timetable? What are the related collaborative projects in 2017-18?

Asked by: Hon MOK Charles Peter (Member Question No. 23)

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 estimated expenditure for 2016-17 is about \$28.3 million, including (i) around \$27.6 million disbursed as one-off grant to the second batch of some 300 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; and (ii) around \$0.7 million used for other support measures, including the promotion of e-safety. Apart from the project vote for ITE4, we also disbursed an extra one-off IT grant of \$200,000 on average per school to enhance support on the practice of e-learning as well as an extra recurrent grant of \$70,000 on average per school for subscription of WiFi services, both to the first two batches of some 700 schools under the WiFi-900 project.

For 2017-18, the estimated expenditure for implementation of the ITE4 is \$21.5 million for providing

one-off grant for the last batch of some 180 schools under the WiFi-900 project for acquisition of mobile computing devices and for other support measures. Besides, we will disburse an extra one-off IT grant of \$200,000 on average per school for the last batch of schools to enhance support on the practice of e-learning. An extra recurrent grant of \$70,000 will continue to be disbursed on average per school for all eligible public schools under the WiFi-900 project for subscription of WiFi services.

(c) & (d)

Since 2015, EDB has been taking steps to implement the recommendations set out in the Report on Promotion of STEM education – Unleashing Potential in Innovation released in December 2016. The recommendations include renewing the curricula of the Science, Technology and Mathematics Education Key Learning Areas (KLAs), enriching learning activities for students, providing resources support to schools, enhancing professional development of teachers, strengthening partnerships with community key stakeholders, and conducting review and disseminating good practices.

The renewed curricula of the Science, Technology and Mathematics Education KLAs will be released in mid-2017. For professional development programmes on STEM education, on top of cross-KLA and KLA-based seminars/workshops, symposia will continue to be organised for school leaders and teachers. 4 Professional Development Schools have been set up in the 2016/17 school year to establish communities of practice and disseminate good practices. Besides, learning and teaching resources are being developed and student learning activities enriched as ongoing support measures. Where appropriate, we have involved community key stakeholders such as professional bodies, tertiary institutions and other government departments in the above measures for which the cost will be subsumed under EDB's overall expenditure and separate breakdown is not available.

Subsequent to the disbursement of a one-off grant of \$100,000 to each public sector primary school to support school-based activities/projects on STEM education in the 2015/2016 school year, a similar grant of \$200,000 is planned to be disbursed to each public sector secondary school in the 2016/17 school year. The total expenditures to be incurred for primary and secondary schools are about \$55.5 million and \$102.6 million respectively.

(e) The subjects related to information technology (IT) and student enrolment at the junior and senior secondary levels in the 2015/16 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 2015/16 School Year	About 159 000	20 621

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.

(f) Major STEM-related learning activities jointly organised with tertiary institutions, professional bodies or other related organisations in 2016-17 and 2017-18 are as follows:

- **InnoTech Expo 2016** (from 24 Sep 2016 to 1 Oct 2016).
- **Inter-school Cross-curricular Project Competition on Climate Change** (from Oct 2016 to May 2017).
- **WorldSkills Hong Kong Competition and Carnival 2017 – Showcase on Secondary Students' Skills** (from 16 to 17 Jun 2017).

The expenditures for the above STEM-related learning activities will be subsumed under EDB's overall expenditure and separate breakdown is not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB203

(Question Serial No. 1951)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (4) Secondary Education, (8) Policy and Support
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

Would the Government advise this Committee of the following:

- (1) The number of hours of computer programming lessons at senior secondary levels and the number of students involved in 2016-17.
- (2) The percentage of computer programming teachers who have the background of information technology education.
- (3) Professional development programmes have been organised for serving computer/information and communication technology teachers. Please provide details of the programmes related to computer programming and the number of participants over the years.
- (4) 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 and specific work in the past 3 years.
- (5) On teaching of programming as mentioned in the Report on Promotion of STEM Education - Unleashing Potential in Innovation, please provide information on the work, timetable, manpower and estimated expenditure involved.

Asked by: Hon MOK Charles Peter (Member Question No. 25)

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 24 and 75 hours respectively. The number of students who studied this subject in the 2015/16 school year was 20 621.
- (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 professional development programmes organised for serving computer / information and communication technology teachers aim to enhance participants' pedagogical knowledge in the development of students' programming skills. The number of participants in these three years are set out as follows:

School year	Number of participants
2014/15	495
2015/16	654
2016/17 (Estimated)	1 040

- (4) The curriculum content of the elective subject ICT was revised in 2015 to enhance the teaching of computer programming. PDPs have been organised to equip teachers to teach the updated contents. In addition, learning and teaching resources have been developed. The expenditure on and manpower for curriculum development, resource materials development and PDPs were subsumed under the recurrent expenditures of EDB. Separate estimate was not available.
- (5) Since the release of the Report on Promotion of STEM Education - Unleashing Potential in Innovation in December 2016, EDB has been working on the enhancement of coding education in primary schools to further develop students' computational thinking. EDB has also been engaging professional/ community organisations in the enhancement of programming education in secondary schools to strengthen students' ability to integrate and apply knowledge and skills. PDPs for the 2017/18 school year are being planned, and learning and teaching resources are being developed as ongoing support measures. The expenditure on and manpower for curriculum development, resource materials development and PDPs are subsumed under the recurrent expenditures of EDB. Separate estimate is not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB204

(Question Serial No. 2993)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not specified
Programme: (7) Post-secondary, 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.”

(1) 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 (by industries)?

(2) What is the expenditure earmarked for the programme this year? What is the estimated number of students participated in the programme?

Asked by: Hon OR Chong-shing, Wilson (Member Question No. 32)

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. Breakdown of number of students participated in the industrial attachment programme by sector of the companies/organisations is not available.

- End -

CONTROLLING OFFICER'S REPLY**EDB205****(Question Serial No. 2995)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education, (3) Primary Education

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 3 years.

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 the related facilities? What are the respective provisions involved?

Asked by: Hon OR Chong-shing, Wilson (Member Question No. 33)

Reply:

1. The number of cross-boundary students (CBS) at all school levels and local / cross-boundary school coaches using various land-based boundary control points from the 2014/15 to 2016/17 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)	2016/17	7 783	124
	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)	2016/17	1 665	37
	2015/16	1 573	23
	2014/15	1 062	19
Man Kam To Control Point (MKT CP)	2016/17	2 338	42
	2015/16	1 826	40
	2014/15	1 397	26
Sha Tau Kok Control Point (STK CP)	2016/17	1 304	16
	2015/16	1 374	12
	2014/15	1 288	9
Lok Ma Chau Spur Line Control Point (LMCSL CP)	2016/17	9 693	47
	2015/16	9 752	47
	2014/15	9 021	46
Lo Wu Control Point (LW CP)	2016/17	5 876	36
	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.

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 Lo Wu Station Road and the LMCSL CP 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**EDB206****(Question Serial No. 0504)**

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

(a) The Vocational Training Council (VTC) has estimated that the number of full-time vocational and professional education student places for 2016/17 and 2017/18 academic years are 42 800 and 40 500 respectively, which are lower than the actual enrollment of 48 786 in the 2015/16 academic year. The numbers are trending down. Which programmes are now offering fewer places and what are the reasons for that?

(b) In the past 5 academic years, how many Secondary 6 school leavers have enrolled on the VTC's full-time vocational and professional education programmes? How many Secondary 6 school leavers are expected to enroll on these programmes in the next 5 academic years? Please set out the figures by academic year.

Asked by: Hon POON Siu-ping (Member Question No. 39)

Reply:

(a) In light of the decline of the senior secondary student population, the Vocational Training Council (VTC) has adjusted downward the number of planned student places of programmes at the Higher Diploma, Diploma and Certificate levels for Secondary 3 to Secondary 6 school leavers.

(b) The total numbers of student intake of full-time subvented and self-financing programmes for Secondary 6 school leavers for the 2012/13 to 2016/17 academic years (AY) are as follows –

	2012/13 AY	2013/14 AY	2014/15 AY	2015/16 AY	2016/17 AY (provisional)
Total Number of Student Intake	16 134	21 657	23 242	23 309	21 600

According to VTC, the planned number of student intake of full-time subvented and self-financing programmes for Secondary 6 school leavers in the 2017/18 AY is 18 500. VTC will continue to adjust as appropriate the number of planned places in the coming five years.

- End -

CONTROLLING OFFICER'S REPLY**EDB207****(Question Serial No. 0654)**

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

What are the respective numbers and percentages of staff employed by the Vocational Training Council under 3 different terms of employment, namely the Old Remuneration Package (ORP), New Remuneration Package (NRP) and Short-term Contract (TERM), in the past 3 years? What are the respective numbers of short-term contract staff who have been employed for less than 5 years, 5 to 10 years and over 10 years? To cope with the long-term development of vocational education, there is a need to enhance overall staff morale. What measures will the VTC adopt to gradually transfer short-term contract staff to permanent terms?

Asked by: Hon POON Siu-ping (Member Question No. 13)

Reply:

Information about staff employed under various packages in Vocational Training Council (VTC) for the past three years is as follows –

Academic Year	Old Remuneration Package	New Remuneration Package	Short-term Contract	Total number of staff
2014/15	1 976 (34.3%)	2 895 (50.2%)	894 (15.5%)	5 765
2015/16	1 875 (31.9%)	3 124 (53.1%)	884 (15.0%)	5 883
2016/17 (Provisional)	1 775 (30.0%)	3 292 (55.6%)	854 (14.4%)	5 921

Note: Figures in brackets represent the ratios as compared to the total number of staff.

Numbers of staff employed under Short-Term Contract by years of service for the past three years are given below –

Academic Year	Number of staff employed under Short-term Contract			Total
	Less than 5 years	5-10 years	More than 10 years	
2014/15	874	19	1	894
2015/16	838	45	1	884
2016/17 (Provisional)	797	57	0	854

For serving staff on Short-term contract, opportunities of appointment on Fixed-term contract through recruitment exercises are available throughout the year. Whenever such opportunity arises, interested staff members may apply.

- End -

CONTROLLING OFFICER'S REPLY**EDB208****(Question Serial No. 2196)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) 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: Hon QUAT Elizabeth (Member Question No. 42)

Reply:

1. Computer lessons are offered in most primary and secondary schools. Schools are encouraged to adopt a whole-school approach to integrating programming into the relevant subject curricula. Modules of Computer Awareness Programme (CAP) for primary schools, including basic programming, have been developed by the Education Bureau (EDB) to enable primary students to grasp the basic programming skills and computer knowledge. The modules were updated in 2015 and could be used flexibly in relevant curricula or according to the school contexts. EDB is working on the enhancement of coding education in primary schools to further develop students' computational thinking. EDB will continue to organise practical workshops to train up teachers, explore resources and set up school networks as support measures. In addition, EDB has strengthened our collaboration with various institutions/ community organisations to foster synergy on different initiatives for the promotion of programming/coding education.

Schools teach programming-related content at the secondary level through implementing the Technology Education Key Learning Area (TEKLA) curriculum. The TEKLA provides an open and

flexible framework for schools to develop their school-based technology education curriculum building on their strengths and students' needs. The learning elements of the TEKLA curriculum at the junior secondary level were enriched in August 2013 to help students lay a broad and balanced foundation for technology education at higher levels. Information and Communication Technology (ICT) is offered as an elective subject at the senior secondary level for students who are talented or interested in pursuing further study on Programming. EDB is working on the enhancement of programming education in secondary schools to strengthen students' ability to integrate and apply knowledge and skills. EDB will continue to organise professional development programmes for teachers in the ensuing years so as to enhance their professional capacity and to set up communities of practice within and across schools for the ultimate to benefits of student learning.

The expenditure on and manpower for curriculum development, resource materials development and professional development programmes are subsumed under 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 in the 2015/16 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 2015/16 School Year	About 159 000	20 621

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 2015/16 academic year was \$237,000, 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 2015/16 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 2016-17, the Composite Information Technology Grant (CITG), amounting to \$361 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 subsumed under the recurrent expenditures of EDB.

Student Enrolment and Number of Graduates of Full-time University Grants Committee-funded Undergraduate Programmes Related to Information Technology, 2015/16

(Headcount)		
Academic Year	Student Enrolment	No. of Graduates
2015/16	3 226	809

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”, 2015/16

(Headcount)		
Academic Year	Student Enrolment	No. of Graduates
2015/16	1 046	485

- End -

CONTROLLING OFFICER'S REPLY**EDB209****(Question Serial No. 2221)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education

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

Director of Bureau: Secretary for Education

Question:

How will the Government enhance the School-based Educational Psychology Service (SBEPS) in public sector primary schools? What is the current ratio of educational psychologist to school in public sector primary school? How many hours do they station in schools per week? Apart from providing educational psychologists, is there any other support provided to schools to prevent students from committing suicide?

Asked by: Hon QUAT Elizabeth (Member Question No. 24)

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) and visits each school for an average of 20 days per school year. The Government has further enhanced 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 from the 2016/17 school year. Apart from helping the schools strengthen their preventive and developmental work, EPs pay more frequent visits to these schools for an average of 30 days per school year and provide comprehensive and regular follow-up to students as well as intervention services to the schools concerned based on their needs.

With the recommendations of the Committee on Prevention of Student Suicides, starting from the 2016/17 school year, the Education Bureau (EDB), in collaboration with relevant bureaux and departments, has put forward various measures to enhance support to schools to take care of students in need, which are directed at three levels, namely "Universal", "Selective" and "Indicated". Universal prevention strategies are designed to reach all students aiming to strengthen protective factors. Selective prevention strategies target vulnerable students. Indicated prevention strategies target students with suicidal risk.

At the Universal level, the Joyful@School Campaign has been launched in schools jointly by the Department of Health and EDB with an aim to enhancing students' knowledge and understanding about mental health and their competency in coping with environmental changes. Schools can submit applications to the Quality Education Fund through the simplified application mechanism for funding not exceeding \$150,000 to implement related activities under the Campaign.

At the Selective level, EDB will conduct professional development programmes for teachers, which include elementary training for teachers at large and in-depth training for designated teachers, as well as develop screening tools and materials, to raise their awareness on mental health and help them early detect and support students with mental health needs including those with suicidal risks. Subsidy for supply teachers will be offered to schools as appropriate.

At the Indicated level, as announced in the 2017 Policy Address, starting from the 2017/18 school year, the Learning Support Grant that EDB provides for public sector mainstream primary and secondary schools will cover students with mental illness so that schools will have additional resources to provide appropriate

services, such as arranging for counselling and emotional support, etc. The estimated expenditure in the 2017-18 financial year is about \$30 million. Moreover, the Food and Health Bureau, in collaboration with EDB, the Hospital Authority (HA) and the Social Welfare Department launched a two-year pilot scheme named “Student Mental Health Support Scheme” based on a medical-educational-social collaboration model in 17 schools by two phases from the 2016/17 school year to the 2017/18 school year. Under the pilot scheme, a multi-disciplinary team is formed in each school comprising a psychiatric nurse of HA, designated teacher(s) and a school social worker as the core members to work closely with the psychiatric teams of HA, the school-based EPs, relevant teachers and social workers from relevant social service units for the provision of support services to students with mental health needs and their carers. EDB has been reviewing the relevant domains of the education system with a view to supporting and addressing the developmental and diverse needs of students. Through various support services at different levels, the Government will continue to enhance students’ mental well-being and health and cultivate a positive, supportive and caring learning environment, thereby building a multi-layered safety net for the students.

- End -

CONTROLLING OFFICER'S REPLY

EDB210

(Question Serial No. 2223)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education

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

Director of Bureau: Secretary for Education

Question:

The Government plans to provide the one-off grant of \$100,000 to each public sector and Direct Subsidy Scheme primary school for the promotion of understanding of the Chinese history and culture. Do schools have discretion in deciding the use of the grant? What indicator(s) does the Government have to assess whether the grant can achieve its purposes?

Asked by: Hon QUAT Elizabeth (Member Question No.25)

Reply:

To promote Chinese history and culture, the Education Bureau (EDB) will provide a one-off grant of \$100,000 and \$150,000 respectively to each public sector and Direct Subsidy Scheme (DSS) primary and secondary school (including special schools). After the passage of the Appropriation Bill 2017, EDB would issue to schools some guidelines on the use of the one-off grant in the form of a Circular Memorandum. In accordance with their school context and development needs, schools may flexibly deploy the grant to support teachers to improve their teaching, and develop school-based activities that are related to Chinese history and culture education. Notwithstanding the flexibility allowed for school-based decision-making, schools are required to comply with the guidelines promulgated by EDB when using the grant, and have to set out the income and expenditure in their audited accounts to be submitted to EDB annually.

It is expected that the grant could facilitate schools in their planning and organising of more programmes/activities for the promotion of Chinese history and culture education. EDB will closely monitor the usage situation of the grant and examine schools' self-evaluation of the programmes/activities organized to gauge the effectiveness of the grant through various channels, including focus group meetings and curriculum development visits.

- End -

CONTROLLING OFFICER'S REPLY**EDB211****(Question Serial No. 2225)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Secondary Education

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

Director of Bureau: Secretary for Education

Question:

How will the Government enhance the School-based Educational Psychology Service (SBEPS) in public sector secondary schools? What is the current ratio of psychologist to school in public sector secondary school? How many hours do they station in schools per week? Besides, will the Government further increase the ratio of educational psychologist to school for secondary students? Apart from providing educational psychologists, is there any other support provided to schools to prevent students from committing suicide?

Asked by: Hon QUAT Elizabeth (Member Question No. 26)

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) and visits each school for an average of 20 days per school year. The Government has further enhanced 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 from the 2016/17 school year. Apart from helping the schools strengthen their preventive and developmental work, EPs pay more frequent visits to these schools for an average of 30 days per school year and provide comprehensive and regular follow-up to students as well as intervention services to the schools concerned based on their needs.

With the recommendations of the Committee on Prevention of Student Suicides, starting from the 2016/17 school year, the Education Bureau (EDB), in collaboration with relevant bureaux and department, has put forward various measures to enhance support to schools to take care of students in need, which are directed at three levels, namely "Universal", "Selective" and "Indicated". Universal prevention strategies are designed to reach all students aiming to strengthen protective factors. Selective prevention strategies target vulnerable students. Indicated prevention strategies target students with suicidal risk.

At the Universal level, the Joyful@School Campaign has been launched in schools jointly by the Department of Health and EDB with an aim to enhancing students' knowledge and understanding about mental health and their competency in coping with environmental changes. Schools can submit applications to the Quality Education Fund through the simplified application mechanism for funding not exceeding \$150,000 to implement related activities under the Campaign.

At the Selective level, EDB will conduct professional development programmes for teachers, which include elementary training for teachers at large and in-depth training for designated teachers, as well as develop screening tools and materials, to raise their awareness on mental health and help them early detect and support students with mental health needs including those with suicidal risks. Subsidy for supply teachers will be offered to schools as appropriate.

At the Indicated level, as announced in the 2017 Policy Address, starting from the 2017/18 school year, the Learning Support Grant that EDB provides for public sector mainstream primary and secondary schools will cover students with mental illness so that schools will have additional resources to provide appropriate services, such as arranging for counselling and emotional support, etc. The estimated expenditure in the 2017-18 financial year is about \$30 million. Moreover, the Food and Health Bureau, in collaboration with EDB, the Hospital Authority (HA) and the Social Welfare Department launched a two-year pilot scheme named “Student Mental Health Support Scheme” based on a medical-educational-social collaboration model in 17 schools by two phases from the 2016/17 school year to the 2017/18 school year. Under the pilot scheme, a multi-disciplinary team is formed in each school comprising a psychiatric nurse of HA, designated teacher(s) and a school social worker as the core members to work closely with the psychiatric teams of HA, the school-based EPs, relevant teachers and social workers from relevant social service units for the provision of support services to students with mental health needs and their carers. EDB has been reviewing the relevant domains of the education system with a view to supporting and addressing the developmental and diverse needs of students. Through various support services at different levels, the Government will continue to enhance students’ mental well-being and health and cultivate a positive, supportive and caring learning environment, thereby building a multi-layered safety net for the students.

- End -

CONTROLLING OFFICER'S REPLY**EDB212****(Question Serial No. 2226)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Secondary Education

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

Director of Bureau: Secretary for Education

Question:

In addition to allowing schools to turn the Senior Secondary Curriculum Support Grant and the Career and Life Planning Grant into regular teaching posts, what other measures and support are provided by the Government to help schools strengthen life planning education? What is the expenditure involved?

Asked by: Hon QUAT Elizabeth (Member Question No. 27)

Reply:

Apart from the provision of the Career and Life Planning Grant (CLPG), the Education Bureau (EDB) provides training and support to enhance teachers' professional capacity in implementing life planning education (LPE), such as increasing the number of structured teacher training places, organising seminars / workshops on specific themes and promoting professional exchanges among schools and teachers. The Guide on Life Planning Education and Career Guidance for Secondary Schools has been issued and school visits are also conducted to provide professional advice to schools to facilitate their planning of life planning activities. In addition, career exploration activities are provided to students through the Business-School Partnership Programme to enable students to acquire an early sense of the workplace. In view of the positive feedback on work experience programmes, a large-scale "Work Experience Movement" has been launched in the 2016/17 school year. As at February 2017, more than 200 enterprises / organisations have joined the movement, offering some 1 100 places of work experience activities for our secondary students. EDB will set up District Development Networks (DDN) to strengthen professional development of teachers and provide career exploration activities on a district basis. It is expected that the DDNs will be extended to all other districts in the next three school years. The expenditure involved is subsumed under EDB's recurrent expenditure.

- End -

CONTROLLING OFFICER'S REPLY

EDB213

(Question Serial No. 2227)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not specified
Programme: (5) Special Education
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

In addition to allowing schools to turn the Senior Secondary Curriculum Support Grant and the Career and Life Planning Grant into regular teaching posts, what other measures and support are provided by the Government to help special schools strengthen life planning education? Is there any other support to further facilitate life planning education for students with special needs?

Asked by: Hon QUAT Elizabeth (Member Question No. 28)

Reply:

Apart from the provision of the Career and Life Planning Grant (CLPG), the Education Bureau (EDB) provides training and support to enhance special school teachers' professional capacity in implementing life planning education (LPE). The Guide on Life Planning Education and Career Guidance for Secondary Schools has been issued and school visits are also conducted to provide professional advice to special schools to strengthen their LPE. Career exploration activities are provided to students in special schools through the Business-School Partnership Programme to enable students to acquire an early sense of the workplace.

Besides, to enhance the readiness of students with specific learning difficulties for work and further studies, EDB has also commissioned a non-governmental organisation, on a pilot basis, to organise work experience programmes for these students over a three-year period as from the 2015/16 school year.

- End -

CONTROLLING OFFICER'S REPLY

EDB214

(Question Serial No. 2229)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not specified
Programme: (3) Primary Education, (4) Secondary Education
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

Will the Government allocate resources to promote STEM education in primary and secondary schools? If yes, what is the expenditure involved and what specific measures will be taken? If no, what are the reasons for that?

Asked by: Hon QUAT Elizabeth (Member Question No. 29)

Reply:

A one-off grant of \$100,000 was disbursed to each of the public sector primary schools in the 2015/16 school year to support schools to kick start and/or enhance their school-based initiatives on promoting STEM education. We plan to disburse a one-off grant of similar nature of \$200,000 to each public sector secondary school in the 2016/17 school year. The total expenditures incurred for primary and secondary schools are about \$55.5 million and \$102.6 million respectively. Besides, the Education Bureau (EDB) will continue to strengthen the professional capacity of school leaders and teachers of both primary and secondary schools through organising various professional development programmes on STEM education. Since the professional development programmes are carried out by EDB and the cost is subsumed under EDB's overall expenditure, a separate breakdown of the expenses incurred is not available.

- End -

CONTROLLING OFFICER'S REPLY**EDB215****(Question Serial No. 0050)**

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:

According to paragraph 166 of the Budget Speech, the Government will provide sufficient resources for retrofitting 26 “matchbox-style school premises”. In this connection, will the Government advise:

- (a) how many resources will be specifically set aside for retrofitting 26 “matchbox-style school premises”;
- (b) how long will the service year of these school premises be extended after the retrofitting works;
- (c) given that the site areas of “matchbox-style school premises” highly restrict the potential for redevelopment, whether the Government plans to reprovision these schools to vacant school sites in the medium and long run; if yes, of the details and schedule; if no, of that reasons?

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

Reply:

(a) In light of the discussion and consensus reached by the Education Bureau (EDB), the Legislative Council Panel on Education (the Panel) and the sector at the tripartite meetings held in 2016, the Chief Executive announced in his Policy Address on 18 January 2017 the initiative to improve the facilities of 26 “matchbox-style school premises” (Note 1) with regard to the unique design features of such premises. We have briefed Members of the Panel at its meeting of 13 February 2017 on the related arrangement, including five proposed improvement measures in relation to the common problems arising from the unique design features of these school premises, as well as exploration of potential scope for campus expansion and technically feasible means for better utilising the existing space.

The Government will allocate additional resources to take forward the aforementioned improvement scheme. Given that the conditions and needs of the 26 primary school premises vary, the corresponding scope and in turn costs and duration of the works for individual schools would also differ. EDB and our consultants are scheduling meetings with individual schools for in-depth discussions regarding the details of the improvement arrangements, including the works items to cover, priority of such works items and the works programme, in order to finalise the particulars of the works project for individual schools as soon as possible and to commence the improvement works concerned during the 2017 summer break. The total amount of funding required and the cash flow will only be available at a later stage.

Note 1: The so-called “matchbox-style school premises” refer to those cuboidal shaped premises constructed between mid-1960s and 1980 at public housing estates for primary school use. There are currently 28 public-sector primary schools operating in these premises and two of them have been allocated with new school premises for reprovisioning.

(b) The main purpose of the aforementioned improvement programme for “matchbox-style school premises” is to address the main problems arising from the typical architectural design of these premises, such as the internal corridor design between classrooms, use of hollow blocks for internal partition of classrooms and rainwater ingress through the grille walls at staircase landings, and to identify, from technical perspective, potential scope for campus expansion and other flexible use of space within existing school premises. In other words, the works aim to improve the learning and teaching environment of the schools instead of extending the service year of the school premises, which in turn depends on a range of factors, including appropriate repairs and maintenance of the premises. In this regard, the average annual total project estimates of the approved major repair works carried out for aided schools by consultants and contractors employed by EDB amounted to some \$850 million in the past seven years.

(c) Given that the site area of the majority of “matchbox-style school premises” is small, the potential and feasibility for a full-scaled in-situ redevelopment is rather limited. To fully address the issues of insufficient space and facilities in the long run as compared with the prevailing planning standards, these schools need to be reprovisioned or expanded to suitable vacant school premises (VSP) or school sites. We have reviewed the VSP and reserved school sites under EDB and shortlisted those which could potentially be allocated for the purpose of reprovisioning or physical extension of existing schools through the School Allocation Exercise in 2017. While suitable new sites or VSP available for such purpose are limited in number and are not found in all the districts where “matchbox-style school premises” are situated, EDB will expedite the relevant allocation process through the existing school allocation mechanism. Schools may take into account their school-based considerations and consider if they would like to apply for the sites/premises concerned.

- End -

CONTROLLING OFFICER'S REPLY**EDB216****(Question Serial No. 0060)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (5) Special Education

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

Director of Bureau: Secretary for Education

Question:

Regarding the teacher training in supporting the non-Chinese speaking students, whether the training for teachers in catering NCS students will be strengthened in next year, particularly the training of cultural sensitivity; If yes, of the details as well as the resources involved; if no, of that reasons?

Asked by: Hon SHEK Lai-him, Abraham (Member Question No. 47)

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 to NCS students (which involves enhancing the pedagogical effectiveness in teaching Chinese from a second language learners’ perspective and raising the awareness of cultural sensitivity), elements of cultural sensitivity are embedded in various professional development programmes for teachers. A total of 87 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 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. 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.

In addition, EDB has stepped up the school-based professional support services to individual schools including support to enhance teachers’ professional capability in teaching NCS students through diversified modes including on-site support provided by EDB professional support teams and support rendered through the University-School Support Programmes (USP), Professional Development Schools Scheme and School Support Partners (Seconded Teacher) Scheme financed by the Education Development Fund since the 2014/15 school year.

EDB has been collecting feedback from teachers about the effectiveness of the professional development programmes. Findings of the post-course evaluation surveys showed that teachers were satisfied with the

seminars and workshops and considered that the knowledge gained could facilitate their adaptation of school-based curriculum with reference to the “Learning Framework” and Chinese Language Assessment Tools, as well as mastery of relevant learning and teaching strategies to enhance the learning and teaching effectiveness. Besides, EDB has, based on teachers’ feedback, strengthened the sharing of school-based experience and good practices to meet the needs of teachers in practical classroom teaching. EDB will continue to organise diversified and progressively advanced professional development programmes to ensure that all teachers teaching NCS students are provided with adequate training opportunities to enhance their professional capability in teaching Chinese as a second language including cultural sensitivity.

Separately, EDB has issued guidelines and will continue to organise 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.

The aforementioned is 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 USP projects for primary and secondary schools funded under the Education Development Fund.

- End -

CONTROLLING OFFICER'S REPLY**EDB217****(Question Serial No. 0061)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (5) 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 since 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, will the Government advise the following information:

- (a) the areas of work that the resources shall be used for in the 2017/18 school year as well as the amounts; and
- (b) how many resources had been spent to provide tailor-made support for NCS students, such as independent Chinese immersion classes, adapted textbooks and a school-based Chinese curriculum since 2014/15 school year; if no resources were spent in the above area, whether it knows the reasons?

Asked by: Hon SHEK Lai-him, Abraham (Member Question No. 48)

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 2017/18 school year is tabulated at Annex.
- (b) To facilitate schools’ implementation of the “Learning Framework” and the creation of an inclusive learning environment in schools, EDB has, starting from the 2014/15 school year, provided all schools admitting 10 or more NCS students 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), 197 schools (including 112 primary schools and 85 secondary schools) and 216 schools (including 118 primary schools and 98 secondary schools) are provided with the additional funding to support their NCS students in the 2014/15, 2015/16 and 2016/17 school years respectively. The schools concerned 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. Based on the school plans/reports of the above-mentioned schools, of the intensive learning and teaching modes, pull-out teaching and split-class / group learning tailor-made for NCS students are commonly adopted, which are de facto independent Chinese immersion classes for NCS students. Among them, 102, 121 and 157 schools adopted pull-out teaching and 53, 71 and 66 schools adopted split-class / group learning in the 2014/15, 2015/16 and 2016/17 school years respectively. Schools may adopt more than one learning and teaching mode. A breakdown of expenditure by individual modes is therefore not available.

As for learning and teaching materials, before the start of the 2014/15 school year, EDB has provided schools with practical tools and steps by phases to help them master the use of the “Learning Framework” and reference materials in learning and teaching second language. The reference materials, including a series of Chinese as a Second Language Learning Packages covering the primary and secondary curricula, have been delivered to schools and students in the form of textbooks. Other complementary resources such as the Chinese Language Assessment Tools in conjunction with the “Learning Framework” and teaching reference materials have been uploaded onto the EDB webpage and will be updated where necessary. The expenditure for the development of the “Learning Framework” and the supporting learning and teaching materials is about \$3 million per year starting from the 2014/15 school year.

EDB has stepped up 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 (USP), Professional Development Schools Scheme and School Support Partners (Seconded Teacher) Scheme, etc.. One of the foci of the support services is to support schools in adapting the school-based curriculum and learning and teaching materials to cater for the different needs of their NCS students with a view to enhancing the learning and teaching effectiveness. These services are provided by different sections of the 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 USP projects for primary and secondary schools funded under the Education Development Fund and a breakdown of expenditure by item is not available.

**Educational support measures for non-Chinese speaking (NCS) students
in the 2017/18 school year**

Support measures	Estimated expenditure in the 2017/18 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.	259.5 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	4.1
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
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.	3.07

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**EDB218****(Question Serial No. 0063)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (5) Special 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 advise the following information:

- (a) what are the indicators that are used to measure the effectiveness of the Learning Framework given the Learning Framework has launched since 2014/15 school year;
- (b) whether it had already conducted a review on it; if yes, of the details; if no, of that reasons;
- (c) whether it had received the feedbacks from NCS students and their parents? If yes, of the details; if no, of that reasons; and
- (d) the numbers of NCS students who were admitted to University Grants Committee-funded undergraduate programmes in last year, with a breakdown of the local universities and programmes?

Asked by: Hon SHEK Lai-him, Abraham (Member Question No. 49)

Reply:

- (a) & (b) 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 (i.e. students whose spoken language at home is not Chinese) 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. 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 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. Besides, EDB has, based on the research framework drawn up in light of the advice of research and language experts, been collecting and analysing data to evaluate the effectiveness of the support measures for NCS students (including the “Learning Framework”) and will refine them as appropriate. We will look into the learning objectives, curriculum planning, instructional materials and teaching strategies adopted by the schools, and the proficiency enhancement and learning motivation of the NCS students, as well as other contributing factors for effective learning.

- (c) As an integral part of the evaluation process, EDB would engage widely stakeholders including school teachers, students, parents, non-governmental organisations and the ethnic minority communities through various channels such as focus group discussions and interviews on a continuous basis.
- (d) Admissions to undergraduate programmes, including those offered by University Grants Committee (UGC)-funded universities 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 (i.e. local students whose ethnicity and/or spoken language at home are not Chinese) admitted to the UGC-funded full-time undergraduate programmes, with breakdowns by university and broad academic programme category in the 2016/17 academic year is tabulated at Annex.

**Number of local non-Chinese speaking students
admitted to UGC-funded full-time undergraduate programmes
by university and broad academic programme category in the 2016/17 academic year**

Broad academic programme category	University								
	CityU	HKBU	LU	CUHK	EdUHK	PolyU	HKUST	HKU	Total
Medicine, Dentistry and Health	5	-	-	10	-	1	-	2	18
Sciences	27	-	-	3	11	2	51	15	109
Engineering and Technology	8	-	-	2	-	-	2	-	12
Business and Management	33	2	-	2	-	1	29	7	74
Social Sciences	12	1	-	2	1	-	1	6	23
Arts and Humanities	14	1	1	5	-	-	-	3	24
Education	-	1	-	-	-	-	-	4	5
Total	99	5	1	24	12	4	83	37	265

Notes:

1. The above data cover local students whose ethnicity and/or spoken language at home are not Chinese.
2. Figures are provisional.
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
 EdUHK The Education University of Hong Kong
 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**EDB219****(Question Serial No. 0064)**

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

The Learning Support Grant ("The LSG") is established to help students with special educational needs ("SEN") integrate in ordinary schools, allowing them to receive education alongside with their peers and develop their potential. In this connection, will the Administration advise:

- (a) the respective numbers of SEN students in primary and secondary schools benefited from the LSG in last 3 years, as well as the spending amount, broken down by 3-Tier Intervention Model and the ways that the primary and secondary schools spent; and
- (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? If yes, of the details; if no, of that reasons; and
- (c) how many resources had been spent in carrying out the preventive services and programmes under the Whole School Approach in last 3 years?

Asked by: Hon SHEK Lai-him, Abraham (Member Question No. 50)

Reply:

(a) to (c)

All schools are requested to adopt the Whole School Approach to support students with special educational needs (SEN) through the 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. Tier-3 support refers to intensive individualised support for students with severe learning difficulties 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 students 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. Of the additional resources provided for public sector schools having students with SEN, the Learning Support Grant (LSG) is calculated according to the number of students with SEN requiring tier-2 or tier-3 support. Based on the LSG data, the distribution of public sector mainstream primary and secondary schools eligible for LSG by range of number of students with SEN requiring tier-2 and tier-3 support is set out in Appendix 1 and Appendix 2 respectively.

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 all students with SEN based on their needs. The distribution of public sector mainstream primary and secondary schools by range of LSG allocated from the 2014/15 to 2016/17 school years is set out in Appendix 3.

Conceptually speaking, support services and programmes could be classified as preventive, remedial and developmental in nature, but such a classification is often not clear-cut in real practice. Depending on the needs of the students with SEN, the support services or programmes provided are often multi-functional and interrelated. Thus, it is not feasible to provide information on the resources spent in carrying out preventive services and programmes specifically.

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 of appropriate professional services, etc.

Based on the audited information as at March 2017, the amount of LSG clawed back at the end of the 2013/14 school year (aided and caput schools) and 2013-14 financial year (government schools), and 2014/15 school year (aided and caput schools) and 2014-15 financial year (government schools) was \$3.3 million and \$2.9 million respectively. As the amount to be clawed back from aided and caput schools for the 2015/16 school year will be confirmed only after the schools' submission of audited accounts by end of February 2017 and verification by EDB, we are unable to provide the amount for the 2015/16 school year and beyond. With our stepped-up efforts to monitor the utilisation 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 2014/15 school year/ 2014-15 financial year.

**Distribution of public sector mainstream primary and secondary schools eligible for
the Learning Support Grant (LSG)
by range of number of students with special educational needs (SEN)
requiring tier-2 support in the last 3 school years**

Range of students with SEN requiring tier-2 support	No. of schools					
	2014/15		2015/16		2016/17	
	Primary	Secondary	Primary	Secondary	Primary	Secondary
0	1	7	0	2	1	2
1-10	15	92	15	81	11	57
11-20	28	72	26	72	26	77
21-30	47	41	35	49	26	56
31-40	56	27	55	27	47	27
41-50	68	31	63	22	62	26
51-60	52	31	51	25	62	19
61-70	23	17	33	21	37	25
71-80	10	21	19	25	22	25
81-90	3	16	7	17	9	15
91-100	1	8	4	13	8	18
More than 100	0	20	2	28	3	35

**Distribution of public sector mainstream primary and secondary schools eligible for
the Learning Support Grant (LSG)
by range of number of students with special educational needs (SEN)
requiring tier-3 support in the last 3 school years**

Range of students with SEN requiring tier-3 support	No. of schools					
	2014/15		2015/16		2016/17	
	Primary	Secondary	Primary	Secondary	Primary	Secondary
0	41	90	42	77	39	72
1-5	243	284	253	294	259	295
6-10	14	5	10	6	11	8
11-15	2	1	1	3	1	4
16-20	0	0	1	0	2	1
More than 20	4	3	3	2	2	2

**Distribution of public sector mainstream primary and secondary schools
by range of the Learning Support Grant (LSG) allocated from the 2014/15 to 2016/17 school years**

Provision of Learning Support Grant (\$)	No. of schools					
	2014/15		2015/16		2016/17	
	Primary	Secondary	Primary	Secondary	Primary	Secondary
0-110,000	2	43	2	30	2	27
110,001-200,000	4	23	3	19	0	12
200,001-400,000	105	97	102	91	103	90
400,001-600,000	23	60	25	64	25	65
600,001-800,000	41	46	31	42	29	41
800,001-1,000,000	42	38	38	35	30	28
1,000,001 or above	87	76	109	101	125	119

Note: To further enhance the support for schools, EDB has 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 are adjusted annually according to the change in the Composite Consumer Price Index.

- End -

CONTROLLING OFFICER'S REPLY**EDB220****(Question Serial No. 0073)**

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

The Government will provide Learning Support Grant for public sector primary and secondary schools to cover students with mental illness starting from the 2017/18 school year. In this connection, will the Government advise:

- (a) How many resources will be set aside in supporting students with mental illness? how many students are expected to be covered;
- (b) Will the teaching staffs be required to pursue the training courses in catering the students with mental illness; if yes, of the details and resource involved; and
- (c) How will the Government provide professional support and promote cross sector collaboration in helping the students with mental illness?

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

Reply:

(a) to (c)

Students with mental illness (MI) need support pertaining to their emotional and mental health needs which are generally transient in nature. Treatment to them by medical professionals such as psychiatrists and psychiatric nurses is of prime importance. Schools play a complementary role in providing concerted support with particular reference to the students' needs as advised by medical professionals. School professionals, including guidance personnel/teachers, school social workers and educational psychologists (EPs) have been providing support and guidance services for students with MI, including the arrangement of multidisciplinary case conferences with medical professionals when necessary. To enhance the support for students with MI, from the 2017/18 school year onwards, students concerned will be provided with Learning Support Grant (LSG) under which schools will have additional resources to provide appropriate services, such as arranging for counselling and emotional support, etc. The estimated expenditure on the provision of LSG for students with MI in the 2017-18 financial year is about \$30 million. Based on the data provided by the Hospital Authority (HA) on the patients aged 17 or below with related MI, it is estimated that about 2 000 students will benefit from the additional resources.

To support students with MI, the Food and Health Bureau, in collaboration with the Education Bureau (EDB), HA and the Social Welfare Department, launched a two-year pilot scheme named "Student Mental Health Support Scheme" based on a medical-educational-social collaboration model in 17 schools by two phases from the 2016/17 school year to the 2017/18 school year. Under the pilot scheme, a multi-disciplinary team is formed in each school comprising a psychiatric nurse of HA, designated teacher(s) and a school social worker as the core members to work closely with the psychiatric teams of HA, the school-based EPs, relevant teachers and social workers from relevant social service units for the provision of support services to students with mental health needs and their carers.

To enhance the professional capacity of teachers in catering for students with diverse needs, including students with MI, EDB has been providing serving teachers with relevant and structured training courses since the 2007/08 school year on supporting students with special educational needs pitched at Basic, Advanced and Thematic levels. Starting from the 2012/13 school year, the elective modules of the Advanced and Thematic Courses have included a module on behavioural, emotional and social development needs covering the knowledge and skills necessary for taking care of students with mental health needs. In the 2017/18 school year, EDB will launch another structured teacher professional development programme pitched at Elementary and In-depth levels on mental health promotion and supporting students with mental health needs.

- End -

CONTROLLING OFFICER'S REPLY

EDB221

(Question Serial No. 0074)

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

The Bureau will implement the new kindergarten (KG) Scheme with effect from the 2017/18 school year. In this connection, will the Administration advise:

- (a) the number of KG students will be benefited from the new KG Scheme, with a breakdown by half-day, whole-day and long whole-day services;
- (b) how many local non-profit-making KGs do not join the new KG Scheme; whether the Government knows the reasons; if yes, of the details; if no, of that reasons; how many of them will remain in Pre-primary Education Voucher Scheme?

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

Reply:

(a)

The estimated number of students under the Free Quality Kindergarten Education Scheme in the 2017/18 school year is 141 000. As the number of students enrolled in half-day, whole-day and long whole-day classes will be affected by various factors like distribution of various modes of services, parental choices on the modes of services and types of kindergartens, etc., we are unable to estimate the respective numbers of students at this stage.

(b)

As at end-November 2016, a total of 24 local non-profit-making kindergartens have not applied for joining the Free Quality Kindergarten Education Scheme (KG Scheme) in the 2017/18 school year, and 7 of them are participating in the Pre-primary Education Voucher Scheme (PEVS) in the 2016/17 school year. The eligible students admitted before the 2017/18 school year and remaining in the eligible classes under PEVS (i.e. eligible lower kindergarten (K2) and upper kindergarten (K3) classes in the 2017/18 and K3 classes in the 2018/19 school year) in these 7 kindergartens will continue to receive the voucher subsidy under PEVS until they leave the kindergartens concerned. In deciding whether to join the KG Scheme, these kindergartens have their school-based considerations with regard to their overall direction in school development.

- End -

CONTROLLING OFFICER'S REPLY**EDB222****(Question Serial No. 0075)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

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

Director of Bureau: Secretary for Education

Question:

The new kindergarten (KG) Scheme will be in effect from the 2017/18 school year. In this regard, will the Government advise the following information:

- (a) of the number of kindergarten teachers and teacher assistants leaving their jobs as well as the average salary of kindergarten teachers and teacher assistants between 2014/15 and 2017/18 school years with a breakdown by different types and subsidized modes of kindergarten;
- (b) of the amount of operating expenditure of kindergartens between 2014/15 and 2017/18 school years with a breakdown by different types and subsidized modes of kindergarten;
- (c) given that some kindergartens participating in the PEVS were found to charge significant miscellaneous fees, whether the Government had measures to strengthen the monitoring mechanism, if yes, of the details, as well as manpower and resources involved; if no, of that reasons?

Asked by: Hon SHEK Lai-him, Abraham (Member Question No. 53)

Reply:

- (a) The Education Bureau (EDB) conducts annual questionnaire survey to collect information on kindergarten (KG) teachers in local KGs at mid-September of each school year. Since the questionnaire survey for the 2017/18 school year will only be conducted at mid-September 2017, only the figures from the 2014/15 to 2016/17 school years are available at this stage. The information on teaching assistants has not been collected.

From the 2014/15 to 2016/17 school years, the respective numbers of drop-out KG teachers in non-profit-making (NPM) KGs joining Pre-primary Education Voucher Scheme (PEVS), local NPM KGs not joining PEVS and local private independent (PI) KGs are tabulated below.

School Year	No. of drop-out KG teachers (Note 1)		
	Local NPM KGs		Local PI KGs
	Joining PEVS	Not Joining PEVS	
2014/15	799	61	208
2015/16	760	54	225
2016/17 (Note 2)	999	79	233

From the 2014/15 to 2016/17 school years, the respective average salaries of KG teachers in local NPM KGs joining PEVS, local NPM KGs not joining PEVS and local PI KGs are tabulated below.

School Year	Average salary of KG teachers		
	Local NPM KGs		Local PI KGs
	Joining PEVS	Not Joining PEVS	
2014/15	\$19,733	\$22,522	\$21,304
2015/16	\$21,176	\$23,269	\$22,738
2016/17 (Note 2)	\$22,574	\$24,065	\$23,821

Note 1: “Drop-out teachers” 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 2: The figures of the 2016/17 school year are provisional.

- (b) The types and subsidised modes of KGs can be broadly categorised as those joining PEVS and those not joining PEVS. All KGs under the PEVS are required to submit to the EDB their audited accounts, in which the operating expenses are shown, for scrutiny on a regular basis. Since the audited accounts for the 2015/16, 2016/17 and 2017/18 school years will only be submitted to EDB by early 2017, early 2018 and early 2019 respectively, only the figures for the 2014/15 school year are available at this stage.

The operating expenditure of the KGs under PEVS in the 2014/15 school year is \$4,666 million. Figures for KGs not under PEVS are not available.

- (c) To ensure PEVS KGs' compliance with the requirements in conducting trading operation, EDB has issued circular and guidelines to define clearly what constitute trading operations. We also requested KGs to report in their audited accounts in a separate "statement of profit/loss from trading activities", showing the income, expenses and profit margins of individual trading activities. KGs' awareness in this aspect has been raised such that they are able to classify their income from trading operations and report it properly in their audited accounts. This way, we can more easily identify cases where KGs make excessive profits (i.e. any profit for textbooks and/or profit exceeding 15% for school items other than textbooks) and follow up with the KGs concerned to rectify the irregularities in good time.

With the implementation of the Free Quality Kindergarten Education Scheme (“Scheme”), in addition to the above mentioned requirements, more stringent mechanism will be put in place in monitoring KGs approved to join the Scheme (Scheme-KGs) in conducting trading operation. Specifically, Scheme-KGs are required to include explicitly in their notices/circular letters the following statement: “Parents, please note that acquisition of any school items or services is entirely voluntary and parents can select individual items or services required according to their own needs.” Relevant check boxes should also be provided for respective school items so that parents can ‘tick’ as appropriate. In line with the current practice, all profit generated from trading operation must be ploughed back into KGs for use in school operation and provision of KG education services. Furthermore, to enhance transparency and help parents get a better understanding about the school items sold and paid services provided by the schools, Scheme-KGs are required to disclose the relevant information (including the fees charged and the list of items and services in the preceding school year) to parents on their school website. The “Profile of Kindergartens and Kindergarten-cum-Child Care Centres” published by EDB will list out the common items and services and other relevant information for parents’ easy reference.

The manpower and resources required for implementation of the strengthened measures will be absorbed within the overall provision of EDB.

- End -

CONTROLLING OFFICER'S REPLY

EDB223

(Question Serial No. 0076)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (5) Special Education

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

Director of Bureau: Secretary for Education

Question:

The Bureau will provide a one-off grant to all public sector and Direct Subsidy schools for the promotion of understanding of Chinese history and culture. Whether the Government will provide guidelines to the schools in using the grant; if yes, of the details; if no, of that reasons; whether the one-off grant is able to achieve the objective of promoting the understanding of Chinese history and culture; if yes, of the details; if no, will the Government consider incorporating the one-off grant into Government's regular programme, if it found effective?

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

Reply:

After the passage of the Appropriation Bill 2017, the Education Bureau would issue to schools some guidelines on the use of the one-off grant for the promotion of Chinese history and culture in the form of a Circular Memorandum.

In accordance with their school context and development needs, schools may flexibly deploy the grant to support teachers to improve their teaching, and develop school-based activities that are related to Chinese history and culture education. Measures could include producing high quality electronic or other relevant learning and teaching resources, supporting teachers to participate in interflow activities on learning and teaching in the Mainland and organising joint school activities or competitions between local schools or between schools in Hong Kong and the Mainland to promote interchange and dissemination of good practices. These measures are expected to help schools achieve the objective of promoting the understanding of Chinese history and culture.

- End -

CONTROLLING OFFICER'S REPLY**EDB224****(Question Serial No. 0077)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Secondary Education

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

Director of Bureau: Secretary for Education

Question:

The Bureau allows the Senior Secondary Curriculum Support Grant and the Career and Life Planning Grant to be turned into regular teaching posts. In the connection, will the Government advise:

- (a) whether the teachers responsible for implementing life planning education are required to attain specified qualification; if yes, of the details;
- (b) how many teachers are employed by using the grants in last school year; how did the schools deploy the grant resource if they did not employ additional teachers in implementing the life planning education; and
- (c) whether it had mechanism to evaluate the effectiveness of the grants; if yes, of the details; if no, of that reasons?

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

Reply:

(a) The Education Bureau (EDB) provides training and support to enhance teachers' professional capacity in implementing life planning education (LPE). At present, almost all the schools (95%) have at least one teacher trained in LPE. Among them a majority (85%) has two trained teachers to co-ordinate life planning services for students.

(b) Schools may use the Senior Secondary Curriculum Support Grant (SSCSG) and the Career and Life Planning Grant (CLPG) flexibly for recruiting teachers or teaching assistants, and buying services, etc., to facilitate the implementation of the senior secondary curriculum and LPE. Besides, schools can flexibly deploy different grants within the appropriate ambit at the same time for employment of staff. Hence, we cannot provide the number of teachers employed under the two grants.

Based on the information collected from our surveys and school visits, it is noted that a predominant majority of schools (over 90%) used CLPG in acquiring additional manpower, such as additional teachers and teaching assistants. Most of the schools used the remaining balance of the grant, which is usually less than 20%, to hire school-based career-related services for students, procuring relevant teaching materials and financing students to attend related programmes or activities.

(c) Under the spirit of school-based management, schools are responsible for ensuring the effective use of the grants. They are required to keep a separate ledger account for each of the SSCSG and CLPG to record all the incomes and expenditures chargeable to the grants and submit annual audited accounts to EDB. They are also required to report details on their use in the school report. For CLPG, schools have to formulate work plans as well. Relevant information should be endorsed by schools' Incorporated Management Committee (IMC) / School Management Committee (SMC) and uploaded onto their homepage. EDB has also been keeping track of the development of LPE at schools through questionnaire surveys and advisory

school visits since its implementation in the 2014/15 school year. Based on our findings, CLPG has been properly utilised by schools to strengthen LPE services to students.

- End -

CONTROLLING OFFICER'S REPLY**EDB225****(Question Serial No. 2070)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

Regarding improving the quality of kindergarten education, would the Government advise this Committee:

- (a) what is the Government's plan to improve the quality of free kindergarten education so as to ensure that students will have joyful learning and balance development?
- (b) if some kindergartens do not follow the Kindergarten Education Curriculum Guide or their performance is not satisfactory in quality review, what follow-up actions will the Government take to ensure the kindergartens make improvements;
- (c) have the Government ever suspended a kindergarten from the Pre-primary Education Voucher Scheme (PEVS) on the ground that its quality is not satisfactory? If yes, please provide the details.
- (d) is there any plans to increase manpower and resources for the purpose of enhancing kindergartens' quality control and review mechanism; if yes, of the details; if no, of the reasons.

Asked by: Hon TIEN Puk-sun, Michael (Member Question No. 21)

Reply:

(a)
Starting from the 2017/18 school year, the Government will implement the Free Quality Kindergarten (KG) Education Scheme (Scheme). Under the Scheme, the quality of KG education will be enhanced in various aspects including among others, raising the requirement in the teacher-pupil ratio from the current 1:15 (including the principal) to 1:11 (the principal excluded) so as to allow teachers more capacity to cater for the diverse needs of students, engage in curriculum development, lesson planning, professional development and communication with parents. Besides, the curriculum guide will be reviewed and Quality Assurance Framework will be refined.

In this connection, the curriculum guide has been reviewed with the "Kindergarten Education Curriculum Guide" (KGECEG) announced in February 2017. To promote pleasurable learning and balanced development of the students, the key emphases of the KGECEG include, among others, designing a school-based curriculum with reference to children's growth and development characteristics, adopting learning through play and free exploration in play as major learning activities to inculcate a love to learn among children, better catering for children's diversity as well as providing an ideal and inclusive learning environment. It is explicitly stated that children at Nursery classes must not be assigned writing exercises.

Pursuant to the launch of the curriculum, the Education Bureau (EDB) will organise briefing sessions for stakeholders of KGs, primary schools, school sponsoring bodies and tertiary institutions to deepen their

understanding of the KGECEG. A series of professional development programmes will also be arranged for KG teachers to enhance their pedagogical skills. To enhance parents' understanding of KG education, EDB will also organise related briefing sessions, produce pamphlets and a series of parent education video clips.

On the other hand, KGs may also make use of the resources provided under the Scheme to enhance communication with parents concerning the learning of their children. Besides, EDB will publish the booklet "Helping Your Children of Kindergarten Age" with major themes on "How to help Your Children Grow Up Happily", "What is a Good KG", "Develop Children's Potential through Comprehensive and Pleasurable Learning Experiences", etc.. It will be distributed to parents through KGs upon their children's entrance to Nursery (K1) classes. Parents may contact teachers to understand more about their children's progress and seek help from teachers should there be any problem associated with the learning of their children.

(b)

KGs joining the Scheme are required to offer a curriculum in accordance with the KGECEG. They are also subject to the Quality Assurance Framework. The existing Quality Assurance Framework for KGs comprises School Self-evaluation (SSE) and Quality Review (QR). Under the Scheme, the EDB will enhance the existing Quality Assurance Framework to further ensure the quality of KG education. We will refine the Performance Indicators (PIs) which form the basis of SSE and QR to tie in with the Scheme. KGs joining the Scheme (Scheme-KGs) are required to meet the prescribed standards by passing the QR. If the QR team finds malpractices, including those related to curriculum design and implementation under the Learning and Teaching Domain, EDB will request the KG concerned to stop the malpractices immediately. The QR team will provide oral feedback to the principal and teachers of the KG on recommendations for improvement at the end of QR, followed by a written QR report which will be uploaded on the EDB website for public information. The "Profile of Kindergartens and Kindergarten-cum-Child Care Centres" published by EDB will include a hyperlink to the QR report of the respective KGs to facilitate parents' easy access. Scheme-KGs failing to meet the prescribed standards in QR may submit an improvement plan and apply for Follow-up QR. For those failing to meet the prescribed standards in Follow-up QR, EDB will contemplate termination of their status as a Scheme-KG and cease the provision of government subsidy.

(c)

One KG was suspended from joining the PEVS because of its failure to meet the prescribed standards in QR.

(d)

Under the Scheme, EDB will enhance the existing Quality Assurance Framework to further ensure the quality of KG education. We will refine the Performance Indicators (PIs) which form the basis of SSE and QR to tie in with the Scheme. While EDB will continue to organise training activities to familiarise KGs with the Quality Assurance Framework and good practices of learning and teaching, we will involve an external independent member in the QR team as an external observer to enhance transparency. Besides, EDB will continue to make the QR reports available on the websites for public information. In addition to QR, EDB will conduct more frequent Focus Inspection (FI), which is another form of quality assurance measure in fostering KGs' continuous improvement in learning and teaching and in addressing areas of concerns. If deemed necessary, EDB will provide professional support to the KGs whose performance is not satisfactory. Besides, to further promote the sustainable development of KGs, EDB will identify good practices during QR and FI for dissemination. We will provide external independent members for QR with honoraria, and the relevant expenditure is estimated to be about \$0.2 million in 2017-18. All other assessment related tasks involved in the QR and FI are conducted by EDB officers and the relevant expenditure is subsumed in the overall expenditure of EDB. A breakdown of such expenditure is therefore not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB226

(Question Serial No. 2122)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (7) Post-secondary, 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 148 of the Budget Speech that the Government will “regularise the Study Subsidy Scheme for Designated Professions/Sectors from the 2018/19 academic year to subsidise students to undertake designated self-financing undergraduate programmes. The number of subsidised places will increase from about 1 000 per cohort to 3 000.” In this connection, would the Government please advise this Committee,

- (a) of the institutions running these self-financing undergraduate programmes, the disciplines covered and programmes provided by them, the number of subsidised places offered and actual enrollment, the amount of annual subsidy per student, and the tuition fees payable after deducting the subsidy in the past 2 academic years;
- (b) of the mechanism to assess the effectiveness of the Scheme, and the reasons for regularising it; and
- (c) whether there is a plan to increase the number of publicly-funded undergraduate places; if so, of the details and the expenditure involved; if not, the reasons for that.

Asked by: Hon TIEN Puk-sun, Michael (Member Question No. 22)

Reply:

(a)

In order to nurture talent to meet Hong Kong's social and economic needs, the Government has launched the Study Subsidy Scheme for Designated Professions/ Sectors (SSSDP) on a pilot basis 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. 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 policy bureaux.

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

(b)

The Education Bureau conducted review of SSSDP by gauging views from the students admitted under SSSDP in the 2015/16 and 2016/17 academic years; the participating institutions; other self-financing

post-secondary education institutions; the Committee on Self-financing Post-secondary Education; the industry sector as well as policy bureaux. All stakeholders were generally supportive of continuing the scheme. As announced in the 2017 Policy Address, SSSDP will be regularised starting from the 2018/19 academic year, with an increased number of subsidised places from about 1 000 per cohort to about 3 000. Current students of the designated programmes will also receive the subsidy from the 2018/19 academic year. It is expected that about 13 000 students will benefit from the scheme each academic year.

(c)

The Government is committed to supporting the development of the publicly-funded and self-financing sectors, so as to provide young people with quality and diversified study pathways with multiple entry and exit points.

As far as the University Grants Committee (UGC)-funded sector is concerned, there has been a significant increase in the number of student places in recent years. During the 2012/13 to 2014/15 triennium, the Government has increased the number of UGC-funded first-year first-degree (FYFD) places and senior year undergraduate intake places to 15 000 and 4 000 per annum respectively. In the 2015/16 roll-over year and the 2016/17 to 2018/19 triennium, the Government is further increasing the number of UGC-funded senior year undergraduate intake places by another 1 000 per annum, so that 5 000 meritorious sub-degree graduates will have access to the last two years of a publicly-funded undergraduate education by the 2018/19 academic year. The combined additional recurrent expenditure arising from the above-mentioned initiatives amounts to \$1.736 billion per annum (calculated at the time of implementation).

Planning for the 2019/20 to 2021/22 triennium will commence later this year to tie in with the academic planning cycle of the UGC-funded universities. During the planning stage, the Government and the UGC will decide on, among other things, the number of UGC-funded FYFD and senior year undergraduate intake places to be offered in the next triennium.

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

Institutions	Disciplines	Programmes	Number of subsidised places	Number of actual intakes	Annual subsidy amount (\$)	Average annual tuition fee after deducting the subsidy (\$)
Chu Hai College of Higher Education	Architecture and Engineering	Bachelor of Architecture (Honours)	40	20	40,000	29,333
Hang Seng Management College	Logistics	Bachelor of Business Administration (Honours) in Supply Chain Management	70	70	40,000	37,250
The Open University of Hong Kong	Creative Industry	Bachelor of Fine Arts with Honours in Animation and Visual Effects	80	74	70,000	20,000
	Health Care	Bachelor of Nursing with Honours in General Health Care	150	150	70,000	41,800
	Health Care	Bachelor of Nursing with Honours in Mental Health Care	70	70	70,000	41,800
	Testing and Certification	Bachelor of Science with Honours in Testing and Certification	50	50	70,000	20,000
Tung Wah College	Health Care	Bachelor of Health Science (Honours) – Major in Nursing	200	200	70,000	38,280
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	47,533
	Architecture and Engineering	Bachelor of Engineering (Honours) in Civil Engineering	60	60	70,000	17,533
	Architecture and Engineering	Bachelor of Engineering (Honours) in Environmental Engineering and Management	60	60	70,000	17,533
	Creative Industry	Bachelor of Arts (Honours) in Fashion Design	60	60	70,000	17,533
	Creative Industry	Bachelor of Arts (Honours) in Product Design	60	59	70,000	17,533
	Tourism and Hospitality	Bachelor of Arts (Honours) in Culinary Arts and Management	30	30	40,000	47,533
	Total		940	913		

**Relevant Institutions, Selected Programmes, Number of Subsidised Places and Actual Intakes,
Annual Subsidy Amount and Average Annual Tuition Fee after Deducting the Subsidy
for the Cohort Admitted in the 2016/17 Academic Year**

Institutions	Disciplines	Programmes	Number of subsidised places	Number of actual intakes	Annual subsidy amount (\$)	Average annual tuition fee after deducting the subsidy (\$)
Caritas Institute of Higher Education	Health Care	Bachelor of Nursing (Honours)	60	60	70,000	31,640
Chu Hai College of Higher Education	Architecture and Engineering	Bachelor of Science (Honours) in Architecture	40	22	40,000	31,500
Hang Seng Management College	Logistics	Bachelor of Business Administration (Honours) in Supply Chain Management	70	70	40,000	39,800
The Open University of Hong Kong	Creative Industry	Bachelor of Fine Arts with Honours in Animation and Visual Effects	80	80	70,000	20,000
	Health Care	Bachelor of Nursing with Honours in General Health Care	150	150	70,000	41,800
	Health Care	Bachelor of Nursing with Honours in Mental Health Care	70	70	70,000	41,800
	Testing and Certification	Bachelor of Science with Honours in Testing and Certification	50	48	70,000	20,000
Tung Wah College	Health Care	Bachelor of Health Science (Honours) – Major in Nursing	200	200	70,000	39,475
Technological and Higher Education Institute of Hong Kong, Vocational Training Council	Architecture and Engineering	Bachelor of Arts (Honours) in Horticulture and Landscape Management	30	30	40,000	51,245
	Architecture and Engineering	Bachelor of Arts (Honours) in Landscape Architecture	10	10	40,000	51,245
	Architecture and Engineering	Bachelor of Engineering (Honours) in Civil Engineering	60	60	70,000	28,835
	Architecture and Engineering	Bachelor of Engineering (Honours) in Environmental Engineering and Management	60	60	70,000	21,245
	Creative Industry	Bachelor of Arts (Honours) in Fashion Design	60	44	70,000	21,245
	Creative Industry	Bachelor of Arts (Honours) in Product Design	60	57	70,000	21,245
	Tourism and Hospitality	Bachelor of Arts (Honours) in Culinary Arts and Management	30	30	40,000	51,245
Total			1 030	991		

- End -

CONTROLLING OFFICER'S REPLY**EDB227****(Question Serial No. 2125)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Secondary Education

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

Director of Bureau: Secretary for Education

Question:

In respect of “continu(ing) to allow schools 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”, please advise this Committee of:

(a) the expected difference of the enhanced life planning education and related guidance services of this year from last year's. Please indicate which initiatives are new and whether any existing initiatives will be cancelled; if yes, please specify the reason.

(b) regarding life planning at the senior secondary level, the estimated increase in manpower and the positions to be filled. Please set out the expenditure on life planning education of each secondary school, including the expenditure on manpower and teaching resources, and the measures to assess the effectiveness of the implementation of life planning at the senior secondary level in 2016-17.

Asked by: Hon TIEN Puk-sun, Michael (Member Question No. 44)

Reply:

(a) In the 2016/17 school year, the Education Bureau (EDB) continues to provide a range of measures to strengthen the implementation of life planning education (LPE) at schools. Apart from the provision of the Career and Life Planning Grant (CLPG), which is equivalent to the mid-point salary of a graduate teaching post (about \$0.57 million in the 2016/17 school year), EDB provides training and support to enhance teachers' professional capacity in implementing LPE, such as increasing the number of structured teacher training places, organising seminars / workshops on specific themes and promoting professional exchanges among schools and teachers. School visits are also conducted to provide professional advice to schools to strengthen their LPE. Career exploration activities are provided to students through the Business-School Partnership Programme to enable students to acquire an early sense of the workplace. Information on further studies and career opportunities are disseminated on the webpage. In view of the positive feedback on work experience programmes, a large-scale “Work Experience Movement (WEM)” has been launched in the 2016/17 school year. As at February 2017, more than 200 enterprises / organisations have joined the movement, offering some 1 100 places of work experience activities for our secondary students. To strengthen professional development of teachers and provide career exploration activities on a district basis, we have also set up District Development Networks (DDN) in some districts in the 2016/17 school year and plan to expand DDNs to all districts in a few years' time.

(b) From the 2014/15 school year, CLPG is disbursed to all public sector schools operating classes at senior secondary levels. In line with school-based management, schools are responsible for ensuring the effective use of the grant. Schools are required to formulate work plans on using CLPG and report details on its use in the school report. Relevant information should be endorsed by schools' Incorporated Management Committee (IMC) / School Management Committee (SMC) and uploaded onto their homepage. Besides, schools can flexibly deploy different grants within the appropriate ambit at the same time together with the surpluses of the Expanded Operating Expenses Block Grant / Operating Expenses Block Grant to support the provision of necessary services for meeting students' needs. Starting from the 2016/17 school year, schools may turn CLPG into regular teaching posts to strengthen the manpower for the implementation of LPE and related guidance services. To facilitate schools' smooth transition and gainful deployment of the new teaching post, schools which have converted CLPG into regular teaching posts in the 2016/17 or 2017/18 school year are provided with the Transitional Career and Life Planning Grant, at the amount of \$100,000. A total of 165 schools have converted CLPG into regular teaching posts in the 2016/17 school year.

EDB has also been keeping track of the development of LPE at schools through questionnaire surveys and advisory school visits since its implementation in the 2014/15 school year. Based on the information collected from our surveys and school visits, it is noted that CLPG has been properly utilised by schools to strengthen LPE services to students. A predominant majority of schools (over 90%) used CLPG in acquiring additional manpower such as additional teachers and teaching assistants. Most of the schools used the remaining balance of the grant, which is usually less than 20%, to hire school-based career-related services for students, procuring relevant teaching materials and financing students to attend related programmes or activities. Consultancy service will be hired to conduct a comprehensive review on LPE in 2017.

- End -

CONTROLLING OFFICER'S REPLY

EDB228

(Question Serial No. 2128)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not specified
Programme: (8) Policy and Support
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education

Question:

Some academics kept track of the data of the Hong Kong Examinations and Assessment Authority on the Territory-wide System Assessment (TSA), and discovered that the percentage of every cohort of students who failed to attain the TSA standards at Primary 3 but managed to do so at Primary 6 kept decreasing over the past 12 years. Meanwhile, the percentage of students who failed to attain the standards at both Primary 3 and Primary 6 has not noticeably improved over the years. They consider that the above data reflect the failure of TSA to provide feedback to teaching and learning. In this connection, would the Government advise this Committee of the following:

- (a) How the effectiveness of the Government's use of TSA data in formulating policies and allocating resources can be assessed?
- (b) How the effectiveness of schools' use of TSA data in providing feedback to teaching and learning can be assessed?
- (c) Is there any plan to convert TSA into an anonymous assessment in order to reduce drilling pressure on students?

Asked by: Hon TIEN Puk-sun, Michael (Member Question No. 23)

Reply:

(a) and (b)

Territory-wide System Assessment (TSA) has been effective in providing information at the system and school levels for the following purposes:

System Level

At the system level, TSA data helps the Government review education policies, provide resources and set directions of support measures and professional training, etc. Details are as follows:

Facilitating the review of education policies

TSA data reflects the overall performance of Hong Kong students and its trends of changes in the subjects of Chinese Language, English Language and Mathematics. The Education Bureau (EDB) takes into account students' overall performance in TSA and different Basic Competencies in formulating the directions and priorities of education policies.

Through TSA data, EDB gauged the ability of lower and upper primary students in comprehending and summarising the main ideas of a passage. Therefore, EDB encourages schools to enhance the strategies for teaching of reading, and has set "reading to learn" as one of the four key tasks of the curriculum reform. For strengthening "reading to learn", a series of online resources have also been developed for primary and secondary schools' reference.

Setting directions and priorities of professional training

EDB analyses TSA data to better understand the learning progress and teaching needs of Hong Kong students in the three subjects of Chinese Language, English Language and Mathematics, with a view to determining directions and priorities for professional training.

With the aim of improving language education at the pre-primary, primary and secondary levels, EDB has, by making reference to TSA data, sought an injection into the Language Fund to strengthen support for teachers and students at pre-primary and primary levels¹.

Providing learning and teaching resources

In the light of the learning difficulties reflected by students' performance in TSA, EDB conducts case studies and collects views of teachers through focus group meetings. The Web-based Learning and Teaching Support (WLTS), an online learning and teaching platform, was developed in 2003 to provide learning and teaching resource packages for teachers' use or reference. Relevant resources, including teaching plans, suggested learning activities, presentations on teaching practices, worksheets and assessment tasks, etc., enable teachers to help students acquire Basic Competencies in an effective manner. At present, there are more than 730 sets of learning and teaching resources for Primary 1 to Secondary 3 levels, covering nearly 70% of Basic Competencies for the three learning stages. It is expected that resource packages covering all Basic Competencies will be available by 2019 for teachers' reference and use.

Planning school-based support services

Curriculum, learning and teaching, and assessment are interrelated. EDB has been providing school-based support services to schools. Support officers would make use of the assessment data provided by schools, including student assignments, test and examination results and performance in TSA to understand the learning progress of students, and collaborate with schools' teaching staff to plan the curriculum, design appropriate teaching strategies and use various assessment methods through lesson preparation meetings and the Evaluation-Planning-Implementation-Evaluation (EPIE) process, in order to provide effective feedback for students. In the 2014/15 school year, about 360 primary schools in the territory were provided with the school-based support services, among which about 280 primary schools were provided with support services in relation to the subjects of Chinese Language, English Language and Mathematics. Schools can consider their school-based development needs in applying for individual support services.

¹ Support measures for teachers include:

- (i) sponsoring local serving teachers of the English Language subject at primary schools to attend overseas immersion courses lasting four to eight weeks or more;
- (ii) sponsoring primary school teachers to attend intensive courses focused on specific aspects of the learning and teaching of the language subjects, such as grammar/phonics in context; and
- (iii) providing professional development programmes for teachers of pre-primary school teachers.

Reviewing the curriculum

TSA data is a source of reference for curriculum review. Take the Basic Competency of ‘using “gram” (g) or “kilogram” (kg) as the unit to measure or compare the weight of objects and using “hour” and “minute”, “minute” and “second” or “second” to measure the time used in activities’ in Mathematics as an example. Taking into account the average TSA performance of students in this aspect as well as the views of frontline teachers collected in focus group interviews on reasons for students not being able to grasp the content, EDB and the Curriculum Development Council Committee on Mathematics Education propose an adjustment in the sequence of related topics when reviewing the Mathematics curriculum at primary levels, suggesting that students could be exposed to this topic after accumulating more related learning experience. The related recommendation has been included in the latest proposed revisions to the Mathematics Education Key Learning Area Curriculum Guide (Primary 1 – Secondary 6). Subject to the approval of the Curriculum Development Council, the Guide is expected to be published in 2017.

Using related data for further analysis

The Hong Kong Examinations and Assessment Authority (HKEAA) reports on the research findings of the cohort study for the same group of students in the annual TSA report. HKEAA also conducts further analysis on areas of unsatisfactory performance by students, with a view to formulating and providing adequate support.

School Level

At the school level, TSA school reports are provided. On top of the overall students’ attainment rates of a school in Chinese Language, English Language and Mathematics (starting from 2014, individual primary schools are no longer provided with the attainment rates), the school reports provide item analysis and other supplementary data, including the percentage of students who have answered each item correctly and the performance of students in questions related to the respective Basic Competency.

Related information helps teachers identify the strengths and weaknesses of students in an overall manner and formulate plans to improve the effectiveness of learning and teaching with reference to the assessment data and their schools’ development needs. After analysing students’ performance in TSA, schools will generally follow up through various measures, such as adjusting the teaching content, improving the design of assignments/assessments, arranging after-school remedial programmes to cater for learner diversity, etc. Related follow up measures addressing the competencies of students participating in TSA can be implemented after students are promoted to another level, and can address the learning needs of students of different classes with a view to building a solid foundation for the students’ grasp of Basic Competencies in the three subjects of Chinese Language, English Language and Mathematics.

According to the cohort studies conducted by HKEAA, the percentage of students achieving Basic Competency in Chinese Language, English Language and Mathematics at Primary 3 respectively is on a continuous upward trend. Details are shown at Annex. This reflects that TSA data is serving the function of providing school level feedback at lower primary levels, facilitating schools in enhancing teaching strategies, curriculum planning and teaching activities from Primary 1 to Primary 3 that brings about a continuous increase in number of students who attain Basic Competency at Primary 3 level.

(c) TSA does not provide information which identifies students and individual students’ performance in both school and system level reports. Hence, TSA is a low-stakes assessment and provides no incentive for drilling of students.

Territory-wide Percentages of Students Achieving BCs

Subject and Level		Percentages of Students Achieving BCs												
		2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Chinese Language (Listening, Reading and Writing)	P.3	82.7	84.7	85.2	84.9	85.4	#	85.9	86.4	86.1	86.6	86.3	86.4	85.8 ^Δ
	P.6	--	75.8	76.5	76.7	76.4	#	77.0	77.2	^	78.1	^	77.7	^
	S.3*	--	--	75.6	76.2	76.5	76.5	76.8	76.7	76.9	77.1	77.0	77.2	77.4
English language (Listening, Reading and Writing)	P.3	75.9	78.8	79.4	79.5	79.3	#	79.2	79.8	79.7	80.4	80.3	80.4	81.1 ^Δ
	P.6	--	70.5	71.3	71.3	71.5	#	71.6	71.7	^	72.4	^	72.0	^
	S.3	--	--	68.6	69.2	68.9	68.8	69.2	69.2	69.1	69.5	69.3	69.4	69.6
Mathematics	P.3	84.9	86.8	86.9	86.9	86.9	#	87.0	87.0	87.3	87.5	87.4	87.6	89.9 ^Δ
	P.6	--	83.0	83.8	83.8	84.1	#	84.2	84.1	^	84.2	^	84.0	^
	S.3	--	--	78.4	79.9	79.8	80.0	80.1	80.1	79.8	79.7	79.9	79.9	80.0

* Chinese Audio-visual component included in the calculation of the cut score at the S.3 level since 2007.

Due to Human Swine Influenza causing the suspension of primary schools, the Territory-wide System Assessment was cancelled and no data has been provided.

^ The P.6 Territory-wide System Assessment was suspended in 2012 and 2014. Since 2015, the P.6 Territory-wide System Assessment has been implemented in odd-numbered years. School participation has been on a voluntary basis in even-numbered years. Since participation in this assessment was on a voluntary basis and not all P.6 students were involved, no territory-wide data is provided in this report.

Δ The 2016 P.3 Territory-wide System Assessment was conducted as part of the Tryout Study. The Basic Competency attainment rates of the Chinese Language, English Language and Mathematics subjects were calculated using the data from some 50 participating schools.

- End -

CONTROLLING OFFICER'S REPLY**EDB229****(Question Serial No. 2131)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

In face of the rising trend of student suicides, does the Government have any plans to increase resources and manpower to provide support for schools and students? Are there any plans to review and improve the education system comprehensively to achieve the education targets of “breaking down barriers and creating room for all” as suggested in the “Reform Proposals for the Education System in Hong Kong” in 2000 so as to “enable students to enjoy learning, enhance their effectiveness in communication, develop their independent, critical and creative thinking, as well as a sense of commitment to society”.

Asked by: Hon TIEN Puk-sun, Michael (Member Question No. 24)

Reply:

With the recommendations of the Committee on Prevention of Student Suicides, starting from the 2016/17 school year, the Education Bureau (EDB), in collaboration with relevant bureaux and department, has put forward various measures to enhance support for schools to take care of students in need, which are directed at three levels, namely “Universal”, “Selective” and “Indicated”. Universal prevention strategies are designed to reach all students aiming to strengthen protective factors. Selective prevention strategies target vulnerable students. Indicated prevention strategies target students with suicidal risk.

At the Universal level, the Joyful@School Campaign has been launched in schools jointly by the Department of Health and EDB with an aim to enhancing students’ knowledge and understanding about mental health and their competency in coping with environmental changes. Schools can submit applications to the Quality Education Fund through the simplified application mechanism for funding not exceeding \$150,000 to implement related activities under the Campaign.

At the Selective level, EDB will conduct professional development programmes for teachers, which include elementary training for teachers at large and in-depth training for designated teachers, as well as develop screening tools and materials, to raise their awareness on mental health and help them early detect and support students with mental health needs including those with suicidal risks. Subsidy for supply teachers will be offered to schools as appropriate.

At the Indicated level, as announced in the 2017 Policy Address, starting from the 2017/18 school year, the Learning Support Grant that EDB provides for public sector mainstream primary and secondary schools will cover students with mental illness so that schools will have additional resources to provide appropriate services, such as arranging for counselling and emotional support, etc. The estimated expenditure in the 2017-18 financial year is about \$30 million. In addition, the Food and Health Bureau, in collaboration with EDB, the Hospital Authority (HA) and the Social Welfare Department launched a two-year pilot scheme “Student Mental Health Support Scheme” based on a medical-educational-social collaboration model in 17 schools by two phases from the 2016/17 school year to the 2017/18 school year. Under the pilot scheme, a

multi-disciplinary team is formed in each school comprising a psychiatric nurse of HA, designated teacher(s) and a school social worker as the core members to work closely with the psychiatric teams of HA, the school-based educational psychologists, relevant teachers and social workers from relevant social service units for the provision of support services to students with mental health needs and their carers.

EDB works alongside the Curriculum Development Council in reviewing on an ongoing basis the primary and secondary curricula to explore ways of catering better for learner diversity and creating more space for students to achieve their whole-person development. Schools are also advised to regulate the amount of homework given to students each day so as to ensure that they would have enough time to rest, play and develop their own interests.

Moreover, EDB has been reviewing the relevant domains of the education system with a view to supporting and addressing the developmental and diverse needs of students. EDB continues to encourage and support schools in implementing the suggestions made in the review of the New Academic Structure, so as to support the diverse learning needs of schools and students. Measures include: increasing the flexibility in deploying lesson time, trimming, enhancing or updating curriculum contents and assessment arrangements, clarifying the breadth and depth of subject curricula; implementing School-based Assessment in fewer subjects and improving its implementation to reduce student and teacher workload, arranging accreditation of more Applied Learning courses under the Qualifications Framework and increasing opportunities for Industrial Attachment, and encouraging students interested in vocational training or joining the workforce to study two Applied Learning courses, etc.

As announced in the 2017 Policy Address, there will be various measures to provide multiple pathways and further study opportunities for young people so that they can develop according to their capacities and interests. The measures include launching a vocational English programme with the support from the Language Fund for senior secondary students who aspire to pursue vocational and professional education and training or who are prepared to work, with a view to enhancing their English proficiency and enabling them to obtain relevant qualifications from recognised courses for further studies and employment. The Government decides to regularise the Study Subsidy Scheme for Designated Professions/Sectors after the pilot run, making it a recurrent initiative from the 2018/19 academic year onwards and the number of subsidised degree places would be increased. Current students of the designated programmes will also receive the subsidy from the 2018/19 academic year.

- End -

CONTROLLING OFFICER'S REPLY**EDB230****(Question Serial No. 2135)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) 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 of the following:

- (a) What were the measures and expenditures 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 enhance the oral and written proficiency in the English Language? What were the details and the expenditures 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 TIEN Puk-sun, Michael (Member Question No. 57)

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 \$396.04 million (of which \$29.4 million is from Language Fund) in 2014-15 financial year and \$411.45 million (of which \$25.47 million is from Language Fund) in 2015-16 financial year. In the 2016-17 financial year, the provision for the measures totalled \$446.37 million (of which \$33.46 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.
2.	English Extensive Reading Scheme	To provide grants for schools to procure English reading materials, including library books, journals and multi-media reading materials. The grant has been subsumed under the Expanded Operating Expenses Block Grant w.e.f. the 2016/17 school year.

No.	Name of Project	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 and teaching.
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. To enhance students' literacy experience, a range of language activities, such as debating, drama, digital storytelling and puppetry, is developed and promoted through the collaboration between NETs, local English teachers and support officers from EDB. 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

- (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 Education Bureau will continue to provide adequate resources within its recurrent expenditure 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**EDB231****(Question Serial No. 2137)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Secondary Education

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

Director of Bureau: Secretary for Education

Question:

The Government plans to provide a one-off grant at \$150,000 each to all public sector and Direct Subsidy Scheme schools for the promotion of understanding of Chinese history and culture. What are the proposed usage, monitoring mechanism and expected effectiveness of the grant? Has the Government considered regularising the grant?

Asked by: Hon TIEN Puk-sun, Michael (Member Question No.60)

Reply:

To promote Chinese history and culture, the Education Bureau (EDB) will provide a one-off grant of \$100,000 and \$150,000 respectively to each public sector and Direct Subsidy Scheme (DSS) primary and secondary school (including special schools), totalling about \$125 million, to help teachers enhance the teaching of General Studies in primary schools as well as Chinese Language, Chinese History and Chinese Literature in primary and secondary schools, so as to enable students to admire and inherit the spirit of excellence and the civilisation of the Chinese people.

In accordance with their school context and development needs, schools may flexibly deploy the one-off grant to support teachers to improve their teaching, and develop school-based activities that are related to Chinese history and culture education. Measures could include producing high quality electronic or other relevant learning and teaching resources; supporting teachers to participate in interflow activities on learning and teaching in the Mainland; and organising joint school activities or competitions between local schools or between schools in Hong Kong and the Mainland to promote interchange and dissemination of good practices. After the passage of the Appropriation Bill 2017, EDB would issue to schools some guidelines on the use of the one-off grant in the form of a Circular Memorandum.

In line with the principle of school-based management, schools would report the details of the programmes/activities covered by the one-off grant, including the nature of the activities, the amount of fund used, students' participation rate, and the evaluation results, to their Incorporated Management Committee/School Management Committee for endorsement. Schools are also required to comply with the guidelines promulgated by EDB when using the grant, and have to set out the income and expenditure in its audited accounts to be submitted to EDB annually. It is expected that the grant could facilitate schools in their planning and organising of more programmes/activities for the promotion of Chinese history and culture education. The one-off grant is for schools' use until the end of 2019/2020 school year. On an on-going basis, EDB will collect schools' feedback on the grant through various channels, including focus group meetings and curriculum development visits to gauge the effectiveness of the grant. The Government will also study how schools utilise the grant before examining whether there is any need to incorporate it into the regular programme.

- End -

CONTROLLING OFFICER'S REPLY**EDB232****(Question Serial No. 2138)**

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:

It is mentioned in paragraph 166 of the Budget Speech that the Government will increase the allocation for regular school repairs by nine per cent to \$1.2 billion. Recognising their special designs, it will also earmark sufficient resources for retrofitting 26 “matchbox-style school premises”. In this connection, would the Government please advise this Committee of the following:

- (a) The exact location of each “matchbox-style school premise”, as well as the districts where they are located and the age of these premises;
- (b) Please set out in a table the details of the repair works for each “matchbox-style school premise” and the expenditure involved;
- (c) Does the Government plan to give priority to schools with “matchbox-style school premises” when allocating vacant school premises? If yes, what are the details? If no, what are the reasons?

Asked by: Hon TIEN Puk-sun, Michael (Member Question No. 45)

Reply:

- (a) The so-called “matchbox-style school premises” refer to those cuboidal shaped premises constructed between mid-1960s and 1980 at public housing estates for primary school use. At present, there are 28 public sector primary schools operating in such premises and two of them have been allocated with new school premises for reprovisioning.

In response to the request made by the Legislative Council Panel on Education (the Panel) in March 2016, we have consulted the 28 schools concerned on whether they would agree to our releasing their school information to the Panel. Of the 28 schools concerned, 26 schools have sent in their replies. 23 of them have no objection to the release of their school information to the Panel while three schools do not agree so. The information related to the 23 schools which have given their consent is set out in the Annex. Among the remaining five schools, two are located in Kwun Tong, two in Tsuen Wan and one in Kwai Tsing, and all these school premises were built 41-50 years ago.

- (b) In light of the discussion and consensus reached by EDB, the Panel and the sector at the tripartite meetings held in 2016, the Chief Executive announced in his Policy Address on 18 January 2017 the initiative to improve the facilities of 26 “matchbox-style school premises” with regard to the unique design features of such premises. We have briefed Members of the Panel at its meeting of 13 February 2017 on the related arrangement, including five proposed improvement measures in relation to the common problems arising from the unique design features of these school premises, as well as exploration of potential scope for campus

expansion and technically feasible means for better utilising the existing space.

The Government will allocate additional resources to take forward the aforementioned improvement scheme. Given that the conditions and needs of the 26 primary school premises vary, the corresponding scope and in turn costs and duration of the works for individual schools would also differ. EDB and our consultants are scheduling meetings with individual schools for in-depth discussions regarding the details of the improvement arrangements, including the works items to cover, priority of such works items and the works programme, in order to finalise the particulars of the works project for individual schools as soon as possible and to commence the improvement works concerned during the 2017 summer break. The total amount of funding required and the cash flow will only be available at a later stage.

(c) 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). EDB launches SAE from time to time and all eligible school sponsoring bodies in the territory may submit applications for reprovisioning existing schools under their sponsorship. The applications will be assessed by the School Allocation Committee (the Committee), which comprises both official and non-official members. While quality of education is the prime consideration, the Committee will also take into account factors such as the operation track record of the school sponsoring body, the school plan after relocation, etc. Condition of the existing school premises is one of the major factors of consideration for reprovisioning cases.

We have reviewed the VSP and reserved school sites under EDB and shortlisted those which could potentially be allocated for the purpose of reprovisioning or physical extension of existing schools through SAE in 2017. While suitable new sites or VSP available for such purpose are limited in number and are not found in all the districts where “matchbox-style school premises” are situated, EDB will expedite the relevant allocation process through the existing school allocation mechanism. Schools may take into account their school-based considerations and consider if they would like to apply for the sites/premises concerned.

Information on the 23 public sector primary schools operating in “matchbox-style school premises”

	School	District	No. of years since completion of school premises	
			30 – 40 years	41 – 50 years
1.	The Evangelical Lutheran Church of Hong Kong Faith Love Lutheran School	Estate School No. 2, Yue Wan Estate, Chai Wan	✓	
2.	Pak Tin Catholic Primary School*	Block 3, Pak Tin Estate, Shum Shui Po		✓
3.	Po Yan Oblate Primary School	15 Lok Sin Road, Kowloon		✓
4.	Po Leung Kuk Mrs Chan Nam Chong Memorial Primary School	G/F, Choi Wan Estate, Clear Water Bay Road, Kowloon	✓	
5.	Carmel Leung Sing Tak School	Estate School No. 2, Shun On Estate, Kwun Tong	✓	
6.	Ping Shek Estate Catholic Primary School	Estate School No. 1, Ping Shek Estate, Kwun Tong		✓
7.	Hong Kong Taoist Association Wun Tsuen School	Upper Ngau Tau Kok Estate, On Shin Road, Kwun Tong		✓
8.	Man Kiu Association Primary School	Estate School No. 3, Upper Ngau Tau Kok Estate, Kwun Tong		✓
9.	Father Cucchiara Memorial School	Estate School No. 2, Cheung Ching Estate, Tsing Yi	✓	
10.	Asbury Methodist Primary School	Estate School No. 2, Lai King Estate, Kwai Chung		✓
11.	CNEC Ta Tung School	Estate School No. 1 Kwai Hing Estate, Kwai Chung		✓
12.	The Evangelical Lutheran Church of Hong Kong Kwai Shing Lutheran Primary School	Estate School No. 6, Kwai Shing Estate, Kwai Chung		✓
13.	S.K.H. Chu Yan Primary School	Estate School No. 2, Kwai Shing Estate, Kwai Chung		✓
14.	Sir Robert Black College of Education Past Students' Association Lee Yat Ngok Memorial School	221 Kwai Shing Circuit, Kwai Chung	✓	
15.	Lei Muk Shue Catholic Primary School	Estate School No. 2, Lei Muk Shue Estate, Tseun Wan		✓
16.	Tsuen Wan Public Ho Chuen Yiu Memorial School	Estate Primary School No. 1, Shek Wai Kok Estate, Tsuen Wan	✓	
17.	S.K.H. Holy Spirit Primary School	Lek Yuen Estate, Shatin	✓	
18.	The Little Flower's Catholic Primary School	Wo Che Estate, Shatin	✓	
19.	The Evangelical Lutheran Church of Hong Kong Wo Che Lutheran School	Wo Che Estate, Shatin	✓	
20.	Shatin Tsung Tsin School	Lek Yuen Estate, Shatin		✓
21.	Toi Shan Association Primary School	14 Shek Pai Tau Road, Tuen Mun	✓	
22.	Po Leung Kuk Vicwood K.T. Chong No. 2 Primary School	Tai Hing Estate, Tuen Mun	✓	

	School	District	No. of years since completion of school premises	
			30 – 40 years	41 – 50 years
23.	Islamic Primary School	2 Oi Tak Lane, Yau Oi Estate, Tuen Mun	✓	

“*” The school will be reprovisioned.

- End -

CONTROLLING OFFICER'S REPLY**EDB233****(Question Serial No. 2140)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education, (3) Primary Education, (4) Secondary Education,
(6) 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 in kindergartens, primary schools, secondary schools and tertiary institutions from the 2014/15 to 2016/17 school years in Hong Kong.
- (b) Please provide the number and names of designated schools receiving intensive support by the Education Bureau (EDB) 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, as well as details on the allocation of education resources from the 2014/15 to 2016/17 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 2014/15 to 2016/17 school years.
- (d) Please provide details of measures by and funding from EDB for educational support for NCS students and the funding for the respective schools from the 2014/15 to 2016/17 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 from the 2014/15 to 2016/17 school years.
- (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 TIEN Puk-sun, Michael (Member Question No. 46)

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 2014/15 to 2016/17 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 173, 197 and 216 schools are provided with additional recurrent funding in the 2014/15, 2015/16 and 2016/17 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 2014/15 to 2016/17 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 2014/15, 2015/16 and 2016/17 school years is 92.5%, 92.7% and 93.3% respectively.

- (c) As mentioned in (b) above, the so-called “designated schools” system has been abolished since the 2013/14 school year. 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 2014/15 to 2016/17 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 2014/15, 2015/16 and 2016/17 school years is 7.5%, 7.3% and 6.7% respectively.
- (d) The educational support measures for NCS students, including the additional recurrent funding for schools admitting NCS students, from the 2014/15 to 2016/17 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 has, based on the research framework drawn up in light of the advice of research and language experts, been collecting and analysing data to evaluate the effectiveness of the support measures for NCS students (including the “Learning Framework”) and will refine them as appropriate.

**Number of non-Chinese speaking (NCS) students
by level and by grade from the 2014/15 to 2016/17 school years**

Level	Grade	2014/15 school year	2015/16 school year	2016/17 school year
Pre-primary (K1 to K3)	K1	4 336	4 470	4 477
	K2	4 401	4 437	4 688
	K3	3 196	3 075	3 075
	K1-K3	11 933	11 982	12 240
Primary (Primary 1 – 6)	P1	1 574	1 583	1 574
	P2	1 533	1 609	1 643
	P3	1 467	1 574	1 617
	P4	1 399	1 461	1 593
	P5	1 353	1 414	1 451
	P6	1 371	1 317	1 388
	P1-P6	8 697	8 958	9 266
Secondary (Secondary 1 – 6)	S1	1 613	1 730	1 648
	S2	1 424	1 547	1 633
	S3	1 493	1 457	1 523
	S4	1 376	1 505	1 454
	S5	1 307	1 324	1 452
	S6	1 011	1 219	1 261
	S1-S6	8 224	8 782	8 971

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. Statistics with breakdown by local and non-local NCS students are not available.

**Number of non-Chinese speaking (NCS) students by grade
in schools provided with additional recurrent funding
from the 2014/15 to 2016/17 school years**

Grade	2014/15 school year	2015/16 school year	2016/17 school year
P1	1 435	1 420	1 470
P2	1 418	1 480	1 506
P3	1 362	1 484	1 506
P4	1 312	1 367	1 504
P5	1 271	1 334	1 365
P6	1 278	1 245	1 316
P1-P6	8 076	8 330	8 667
S1	1 473	1 601	1 543
S2	1 344	1 448	1 538
S3	1 405	1 381	1 451
S4	1 295	1 418	1 369
S5	1 171	1 180	1 321
S6	895	1 092	1 126
S1-S6	7 583	8 120	8 348

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 2014/15 to 2016/17 school years**

Grade	2014/15 school year	2015/16 school year	2016/17 school year
P1	139	163	104
P2	115	129	137
P3	105	90	111
P4	87	94	89
P5	82	80	86
P6	93	72	72
P1-P6	621	628	599
S1	140	129	105
S2	80	99	95
S3	88	76	72
S4	81	87	85
S5	136	144	131
S6	116	127	135
S1-S6	641	662	623

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 2014/15 to 2016/17 school years**

Support measures	Actual expenditure in the 2014/15 school year \$ million	Actual 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	224.0 Note 1	244.9 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	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	3.9
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	2.6
Student grant for Applied Learning Chinese (for NCS students) starting from the 2014/15 school year	2.3	4.4	6.8

<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	2.58
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	2.35	1.72
<p>Support for kindergartens admitting NCS students –</p> <p>(a) University-School Support Programme 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>-</p> <p>Note 2</p> <p>Note 1</p>	<p>0.7</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.
- For the 2-year USP project from the 2015/16 to 2016/17 school years, the actual expenditure of the 2015/16 school year is \$2.25 million and the estimated expenditure of the 2016/17 and 2017/18 school years is \$5.85 million and \$0.9 million 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**EDB234****(Question Serial No. 1710)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) 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 2016/17;
- (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 2016/17 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 2016/17 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 2016/17;
- (e) the number of ethnic minority students in each of the UGC-funded institutions and self-financing post-secondary institutions in the school year 2016/17 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 2016/17 disaggregated by their home language.

Asked by: Hon TO Kun-sun, James (Member Question No. 57)

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 2016/17 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 2016/17 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 2016/17 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 75 708 (provisional) in the 2016/17 academic year. A breakdown by level of study (i.e. sub-degree and undergraduate) and by university is at Annex D. In tandem, a total of 74 751 students (provisional) are enrolled in full-time locally-accredited self-financing post-secondary programmes in the 2016/17 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 universities 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 295 (provisional) in the 2016/17 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 2016/17 school year**

Level	Grade	2016/17 school year
Pre-primary (K1 to K3)	K1	57 355
	K2	65 769
	K3	60 908
	K1-K3	184 032
Primary (Primary 1 – 6)	P1	52 021
	P2	51 115
	P3	51 956
	P4	50 588
	P5	47 224
	P6	44 904
	P1-P6	297 808
Secondary (Secondary 1 – 6)	S1	50 554
	S2	50 601
	S3	52 407
	S4	54 345
	S5	55 084
	S6	51 974
	S1-S6	314 965

Notes:

1. Figures refer to the position as at September 2016.
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 2016/17 school year**

Kindergartens

	K1	K2	K3
Indonesian	39	33	31
Filipino	199	191	194
Indian	463	473	306
Pakistani	468	539	508
Nepalese	334	316	328
Japanese	282	260	196
Thai	34	35	38
Korean	105	149	56
Other Asian	125	126	87
White	1 189	1 258	804
Others	592	604	346
Total	3 830	3 984	2 894

**Number of non-Chinese speaking ethnic minority students by ethnicity
studying at different grade levels in primary and secondary schools
in the 2016/17 school year**

Primary schools

	P1	P2	P3	P4	P5	P6
Indonesian	25	27	26	21	14	15
Filipino	214	211	220	230	221	213
Indian	134	169	149	166	177	175
Pakistani	473	507	557	542	536	506
Nepalese	324	341	296	272	227	211
Japanese	25	27	18	15	16	12
Thai	18	27	29	30	23	34
Korean	6	14	14	9	6	4
Other Asian	26	40	45	58	27	31
White	134	112	101	104	66	50
Others	73	75	63	57	54	52
Total	1 452	1 550	1 518	1 504	1 367	1 303

Secondary schools

	S1	S2	S3	S4	S5	S6
Indonesian	16	15	11	12	7	11
Filipino	239	284	277	251	243	214
Indian	199	210	221	182	204	185
Pakistani	521	546	509	465	460	389
Nepalese	262	243	238	213	210	198
Japanese	17	7	9	9	9	8
Thai	36	31	21	12	26	8
Korean	16	9	9	9	7	5
Other Asian	52	54	29	37	22	19
White	55	44	33	36	29	20
Others	88	80	64	87	65	37
Total	1 501	1 523	1 421	1 313	1 282	1 094

Notes:

1. Figures refer to the position as at September of 2016.
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 2016/17 school year**

Kindergartens

	K1	K2	K3
Indonesian	25	24	15
Filipino	131	116	106
Hindi	314	307	219
Urdu	422	499	471
Nepali	322	302	311
Japanese	288	255	186
Thai	23	24	21
Korean	96	123	55
Other Asian and Oceanian languages	55	53	41
English	2 544	2 712	1 380
Other European languages	224	249	257
Others	33	24	13
Total	4 477	4 688	3 075

Primary schools

	P1	P2	P3	P4	P5	P6
Indonesian	17	21	22	16	9	9
Filipino	114	108	95	101	99	105
Hindi	99	132	117	99	109	117
Urdu	402	441	487	461	444	441
Nepali	294	298	274	238	198	168
Japanese	28	26	21	15	21	13
Thai	18	27	26	31	27	34
Korean	6	11	12	7	5	4
Other Asian and Oceanian languages	31	41	39	59	40	41
English	517	493	484	527	456	425
Other European languages	23	21	19	14	18	10
Others	25	24	21	25	25	21
Total	1 574	1 643	1 617	1 593	1 451	1 388

Secondary schools

	S1	S2	S3	S4	S5	S6
Indonesian	11	7	16	11	5	8
Filipino	71	124	98	97	117	92
Hindi	91	97	86	76	84	72
Urdu	408	431	418	381	381	332
Nepali	202	202	202	185	193	183
Japanese	12	6	9	12	9	14
Thai	32	30	26	16	25	15
Korean	12	8	12	8	10	7
Other Asian and Oceanian languages	96	86	71	47	44	52
English	664	590	542	567	500	399
Other European languages	8	23	8	20	26	25
Others	41	29	35	34	58	62
Total	1 648	1 633	1 523	1 454	1 452	1 261

Notes:

1. Figures refer to the position as at September 2016.
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 university in the 2016/17 academic year**

University	Level of Study (headcount)		
	Sub-degree	Undergraduate	Total
City University of Hong Kong	903	11 122	12 025
Hong Kong Baptist University	-	5 979	5 979
Lingnan University	-	2 455	2 455
The Chinese University of Hong Kong	-	14 569	14 569
The Education University of Hong Kong	654	3 325	3 979
The Hong Kong Polytechnic University	2 131	13 131	15 262
The Hong Kong University of Science and Technology	-	7 765	7 765
The University of Hong Kong	-	13 674	13 674
Total	3 688	72 020	75 708

Notes:

1. “-” denotes no relevant programmes were offered.
2. Figures are provisional.

**Enrolment of full-time locally-accredited self-financing sub-degree and undergraduate programmes
by level of study and institution in the 2016/17 academic year**

Institution	Enrolment (Note 1)		
	Sub-degree	Undergraduate (Note 2)	Total
Caritas Bianchi College of Careers	284	-	284
Caritas Institute of Community Education	90	-	90
Caritas Institute of Higher Education	320	1 095	1 415
Centennial College	-	371	371
Chu Hai College of Higher Education	-	973	973
City University of Hong Kong and its School of Continuing and Professional Education and Community College of City University	6 217	1 348	7 565
Gratia Christian College	-	62	62
Hang Seng Management College	-	4 531	4 531
HKU SPACE Po Leung Kuk Stanley Ho Community College	2 138	-	2 138
Hong Kong Art School	75	114	189
Hong Kong Baptist University and its School of Continuing Education and College of International Education	3 568	2 271	5 839
Hong Kong College of Technology and its HKCT Institute of Higher Education	419	11	430
Hong Kong Institute of Technology	501	303	804
Hong Kong Nang Yan College of Higher Education	12	53	65
Hong Kong Shue Yan University	-	4 475	4 475
Lingnan University – Community College at Lingnan University and Lingnan Institute of Further Education	938	-	938
SCAD Foundation (Hong Kong) Limited / Savannah College of Art and Design	-	553	553
School of Continuing and Professional Studies, The Chinese University of Hong Kong	1 954	134	2 088
The Education University of Hong Kong	92	1 295	1 387
The Hong Kong Polytechnic University and its School of Professional and Executive Development and Hong Kong Community College	7 373	3 504	10 877
The Hong Kong University of Science and Technology	-	120	120
The Open University of Hong Kong and Li Ka Shing Institute of Professional and Continuing Education	1 773	9 230	11 003
The University of Hong Kong – HKU SPACE & HKU SPACE Community College	5 185	805	5 990
Tung Wah College	318	1 975	2 293
Vocational Training Council	5 550	4 451	10 001
Yew Chung Community College	213	-	213
YMCA College of Careers	57	-	57
Total	37 077	37 674	74 751

Notes:

1. The figures are the provisional figures as at end December 2016. The final actual enrolment may vary.
2. The figures include students of first-year-first-degree programmes, top-up degree programmes and those under the Study Subsidy Scheme for Designated Professions/Sectors.
3. “-” denotes no relevant programmes were offered.

- End -

CONTROLLING OFFICER'S REPLY**EDB235****(Question Serial No. 1713)**

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

Regarding the Vocational Training education, please provide: -

(a) the number of ethnic minority students and the percentage of resources used by ethnic minority students in each institutions of the Vocational Training Council in the school year 2015/16 and 2016/17 disaggregated by ethnicity;

(b) the number of ethnic minority students enrolled in each programme (both dedicated and non-dedicated to NCS students) in the Vocational Training Council in the school year 2015/16 and 2016/17 disaggregated by ethnicity.

Asked by: Hon TO Kun-sun, James (Member Question No. 58)

Reply:

In the 2015/16 academic year (AY), there were a total of 1 048 non-Chinese speaking (NCS) students enrolled in programmes (both dedicated and non-dedicated to NCS students) of the Vocational Training Council (VTC). As the applicants are not required to provide information about their ethnicity for programmes of short duration, a breakdown of all NCS students disaggregated by ethnicity in each institution and in each programme is not available. Based on the available information, a breakdown of the NCS students by major ethnicity group is given below:-

Ethnicity	No. of Students (Note 2)
Pakistani	113
Nepalese	97
Filipino	76
Indian	45
Thai	12
Mixed and Others (Note 1)	70

Note 1: Others include White, Indonesian, Korean, Japanese, Vietnamese, Sri Lankan, etc.

Note 2: Include only the NCS students who are requested to provide information of their ethnicity in the respective programmes.

It is estimated that there will be about 940 NCS students studying in VTC in the 2016/17 AY as student admission is still going on due to staggered intake of some programmes.

The numbers of local NCS students from the 2012/13 to 2016/17 AY by type of programmes are set out below –

Type of Programme	2012/13 AY	2013/14 AY	2014/15 AY	2015/16 AY	2016/17AY (Provisional)
Degree	Breakdown by type of programme is not available	7	13	23	36
Higher Diploma		89	124	153	178
Diploma of Foundation Studies/Foundation Diploma		74	155	151	162
Diploma/Certificate of Vocational Education		51	61	86	86

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.

- End -

CONTROLLING OFFICER'S REPLY**EDB236****(Question Serial No. 2485)**

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

The expenditure under the Education Bureau Programme "Post-secondary, Vocational and Professional Education" in the 2017-18 financial year has shown an increase of \$489.8 million from the year before. What share of the additional expenditure will be used to subsidise needy associate degree and bachelor's degree students to participate in exchange programmes?

Comparing with the 2016-17 financial year, what is the increase in expenditure for subsidising needy students to participate in exchange programmes? What mechanism has the Government put in place to ensure the quality of these exchange programmes? Has the Government reviewed the effectiveness of the subsidy programme?

Asked by: Hon TSE Wai-chun, Paul (Member Question No. 26)

Reply:

To ensure that no post-secondary students will be denied access to exchange activities due to a lack of financial means, the Education Bureau (EDB) has introduced a Scheme for Subsidy on Exchange for Post-secondary Students (SSE) since January 2015. The SSE aims to provide local students enrolling in full-time locally accredited sub-degree or undergraduate programmes with means-tested grant so as to encourage their participation in exchange programmes outside Hong Kong.

EDB had conducted a review on the effectiveness of the SSE in early 2016 and had extended its scope to cover exchange activities of shorter duration starting from July 2016. Besides, the ceiling of subsidy per student has been raised from HK\$15,000 to HK\$60,000 to support needy students participating in exchange activities held at farther destinations and of longer duration. Further, in order to capitalise on the new opportunities created by the "Belt and Road" initiatives, further to SSE, the Scheme for Subsidy on Exchange to "Belt and Road" Regions for Post-secondary Students (SSEBR), was introduced in July 2016 to encourage and support local students in need to go on exchanges in the "Belt and Road" regions. Each eligible student can apply for subsidies under the scheme twice capped at HK\$53,000 in total.

In the first subsidised period covering January 2015 to August 2016, around HK\$27 million was granted in subsidies to about 2 138 students. The amount of subsidies depends on the number of needy students going on exchange and their destinations. With the enhancements mentioned above, we envisage that the expenditure will increase and more needy students will be benefited in the second subsidised period covering September 2016 to August 2017.

To ensure the quality of these exchange programmes, participating institutions are required to comply with the requirements as set out in the Operating Guides of the SSE and SSEBR. Institutions should submit

annual reports on the operation of SSE and SSEBR to EDB for each subsidised period. Auditors of the institutions are also required to cover in their annual assurance reports to EDB as to whether the terms and conditions for the use of funding under SSE and SSEBR as set out in the Operating Guides have been duly complied with by the institutions. EDB is entitled to withdraw the funding, withhold payment and require the institutions to immediately return the allocated funding partially or in full at its discretion, in the event that there is a failure to comply with any of the requirements stipulated in the Operating Guides.

- End -

CONTROLLING OFFICER'S REPLY

EDB237

(Question Serial No. 2487)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

Under the policy on post-secondary, vocational and professional education, the Education Bureau will provide subsidy for needy post-secondary students studying in full-time undergraduate and sub-degree programmes to participate in exchange programmes. What criteria are adopted to define “needy” students?

Asked by: Hon TSE Wai-chun, Paul (Member Question No. 25)

Reply:

To ensure that no post-secondary students will be denied access to exchange activities due to a lack of financial means, the Education Bureau has introduced a Scheme for Subsidy on Exchange for Post-secondary Students (SSE) since January 2015. In order to capitalise on the new opportunities created by the “Belt and Road” initiatives, further to SSE, the Scheme for Subsidy on Exchange to “Belt and Road” Regions for Post-secondary Students (SSEBR) was introduced in July 2016 to encourage and support local students in need to go on exchanges in the “Belt and Road” regions.

The target recipients of the SSE and SSEBR are students enrolled in full-time locally-accredited sub-degree or undergraduate programmes of participating institutions, who are in receipt of means-tested student financial assistance from Student Finance Office (SFO) of the Working Family and Student Financial Assistance Agency or whose families are in receipt of the Comprehensive Social Security Assistance. Eligible students can receive subsidy for participating in an exchange activity. The subsidy amount varies according to the destination and duration of the exchange activity and to be discounted by his/her level of student finance approved by SFO throughout his/her study at the same level.

- End -

CONTROLLING OFFICER'S REPLY**EDB238****(Question Serial No. 2490)**

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

How many needy post-secondary students studying in undergraduate or sub-degree programmes were subsidised by the Government to participate in overseas exchange programmes in each of the past 3 financial years?

Would the Government set out, in tabular form, the number of students participating in exchange programmes by tertiary institution?

What is the amount of subsidy involved?

What is the rate of increase of the expenditure and what are the reasons?

Which countries and places are covered by the exchange programmes?

Asked by: Hon TSE Wai-chun, Paul (Member Question No. 27)

Reply:

To ensure that no post-secondary students will be denied access to exchange activities due to a lack of financial means, the Education Bureau has introduced a Scheme for Subsidy on Exchange for Post-secondary Students (SSE) since January 2015. The SSE aims to provide local students enrolling in full-time locally accredited sub-degree or undergraduate programmes with means-tested grants so as to encourage their participation in exchange programmes outside Hong Kong.

In the first subsidised period covering January 2015 to August 2016, 31 institutions participated in the SSE. With a ceiling of subsidy per student set at \$15,000 in the first subsidised period, a total of \$27 million was granted to 2 138 students. The exchange activities must last for at least two weeks and must be an outbound activity comprising substantive teaching and learning elements. EDB does not impose restriction on the destinations of exchange. Breakdowns of the number of students received the subsidy under the scheme by institutions in the first subsidised period are set out in the Annex.

The Education Bureau conducted a review on the effectiveness of the SSE in early 2016 and had extended its scope to cover exchange activities of shorter duration starting from July 2016. Besides, the ceiling of subsidy per student has been raised from HK\$15,000 to HK\$60,000 to support needy students participating in exchange activities held at farther destinations and of longer duration. Further, in order to capitalise on the new opportunities created by the "Belt and Road" initiatives, the Scheme for Subsidy on Exchange to "Belt and Road" Regions for Post-secondary Students, was introduced in July 2016 to encourage and support local students in need to go on exchanges in the "Belt and Road" regions. Each eligible student can apply for subsidies under the scheme twice capped at HK\$53,000 in total.

While the expenditure of SSE for the second subsidised period covering September 2016 to August 2017 will only be available later this year, we expect there would be an increase in expenditure as a result of the above review

Scheme for Subsidy on Exchange for Post-Secondary Students**Number of Students Receiving the Subsidy and Amount of Subsidy Granted
for the first subsidised period from January 2015 to August 2016**

Participating Institution	Number of students received the subsidy
City University of Hong Kong	371
Hong Kong Baptist University	113
Lingnan University	180
The Chinese University of Hong Kong	305
The Education University of Hong Kong	86
The Hong Kong Polytechnic University	207
The Hong Kong University of Science and Technology	111
The University of Hong Kong	162
Caritas Bianchi College of Careers	0
Caritas Institute of Higher Education	0
Centennial College	0
Chu Hai College of Higher Education	10
College of International Education - HKBU	20
Community College of City University	71
Hang Seng Management College	16
HKU Space	2
HKU SPACE Community College	20
HKU SPACE Po Leung Kuk Community College	37
Hong Kong Community College - PolyU	82
Hong Kong Institute of Technology	43
Hong Kong Shue Yan University	23
Lingnan Institute of Further Education	4
Savannah College of Art and Design	0
School of Continuing and Professional Studies, CUHK	67
School of Continuing Education - HKBU	1

Participating Institution	Number of students received the subsidy
School of Professional Education and Executive Development - PolyU	16
Technological and Higher Education Institute of Hong Kong	29
The Community College at Lingnan University	7
The Hong Kong Academy for Performing Arts	0
Vocational Training Council	151
YMCA College of Careers	4
Total:	2 138

- End -

CONTROLLING OFFICER'S REPLY

EDB239

(Question Serial No. 2494)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not specified
Programme: (7) Post-secondary, Vocational and Professional Education
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

In the 2016-17 financial year, the Government launched the Hong Kong Scholarship for Belt and Road Students Scheme with a view to encouraging outstanding international students to pursue studies in Hong Kong.

- (1) What was the number of applications since the launch of the scholarship scheme?
- (2) What were the number of successful applications and the programmes enrolled?
- (3) What was the expenditure involved?
- (4) What is the financial status of the scholarship scheme?
- (5) On what criteria does the Government award scholarships to students from countries and regions along Belt and Road to pursue studies in Hong Kong?
- (6) Has the Government assessed the estimated number of applications for the coming financial year?
- (7) Has the Government reviewed the effectiveness of the scheme? If yes, what are the details?

Asked by: Hon TSE Wai-chun, Paul (Member Question No. 28)

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 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.

The selection process of the Hong Kong Scholarship for “Belt and Road” Students (Indonesia) requires nominations from institutions. For the first cohort, a total of 23 nominations were received from five institutions. Taking into account the recommendations from the Indonesian Government, the Steering

Committee of the Scholarship Fund endorsed awarding scholarships to ten Indonesian students. Amongst the ten Indonesian awardees, four studied business, four engineering and two science. The scholarship granted in the 2016-17 financial year was \$1.2 million, and it was funded by the investment income generated from the Scholarship Fund. The balance of the Scholarship Fund as at 31 August 2016 is \$2,282 million. We expect a similar number of nominations from institutions for the 2017/18 academic year.

The Hong Kong Scholarship for “Belt and Road” Students was only introduced in 2015. We have put this scheme under constant review. While we still need to wait for a few more years for a comprehensive review of the effectiveness of the scheme, judging from the experience we have gained from TSS, encouraging more “Belt and Road” students to come to Hong Kong to pursue university study will help promote internationalisation of our institutions. 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. In the long run, it will also 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.

- End -

CONTROLLING OFFICER'S REPLY

EDB240

(Question Serial No. 2519)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not specified
Programme: (7) Post-secondary, Vocational and Professional Education
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

The Government has decided to regularise the Study Subsidy Scheme for Designated Professions/Sectors (SSSDP) from the 2018/19 academic year and the number of subsidised places will increase from 1 000 per cohort to 3 000.

What criteria does the Administration adopt to select the disciplines to be covered by the above SSSDP?

What disciplines and programmes are covered by the SSSDP?

Asked by: Hon TSE Wai-chun, Paul (Member Question No. 31)

Reply:

In order to nurture talent to meet Hong Kong's social and economic needs, the Government has launched the Study Subsidy Scheme for Designated Professions/ Sectors (SSSDP) on a pilot basis 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. As announced in the 2017 Policy Address, SSSDP will be regularised from the 2018/19 academic year with an increased number of subsidised places from about 1 000 per cohort to about 3 000. Current students of the designated programmes will also receive the subsidy from the 2018/19 academic year. It is expected that about 13 000 students will benefit from the scheme each academic year.

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 policy bureaux.

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, 2016/17 and 2017/18 academic years, and the number of actual intakes in the 2015/16 and 2016/17 academic years are set out at Annex. The Education Bureau will announce the details of the relevant institutions, selected programmes and the respective number of subsidised places for the cohort to be admitted in the 2018/19 academic year later this year after consulting policy bureaux.

**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) – Major in Nursing	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 Actual Intakes,
and Annual Subsidy Amount for the Cohort Admitted in the 2016/17 Academic Year**

Institutions	Disciplines	Programmes	Number of subsidised places	Number of actual intakes	Annual subsidy amount (\$)
Caritas Institute of Higher Education	Health Care	Bachelor of Nursing (Honours)	60	60	70,000
Chu Hai College of Higher Education	Architecture and Engineering	Bachelor of Science (Honours) in Architecture	40	22	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	80	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	48	70,000
Tung Wah College	Health Care	Bachelor of Health Science (Honours) – Major in Nursing	200	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	30	40,000
	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	44	70,000
	Creative Industry	Bachelor of Arts (Honours) in Product Design	60	57	70,000
	Tourism and Hospitality	Bachelor of Arts (Honours) in Culinary Arts and Management	30	30	40,000
Total			1 030	991	

**Relevant Institutions, Selected Programmes, Number of Subsidised Places
and Annual Subsidy Amount for the Cohort to be Admitted in the 2017/18 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 Engineering with Honours in Testing and Certification	50	70,000
Tung Wah College	Health Care	Bachelor of Health Science (Honours) – Major in Nursing	200	70,000
	Health Care	Bachelor of Science (Honours) in Medical Laboratory Science	20	70,000
	Health Care	Bachelor of Science (Honours) in Radiation Therapy	12	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			1 062	

- End -

CONTROLLING OFFICER'S REPLY**EDB241****(Question Serial No. 2522)**

Head: (156) Government Secretariat: Education Bureau

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

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

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) will be regularised from the 2018/19 school year and the number of subsidised places will be increased from 1 000 to 3 000.

Has the Government considered tuition fee increase when granting the amount of subsidy annually? What are the five disciplines with the highest tuition fee among the subsidised programmes? What criteria should SSSDP subsidy recipients meet? Are there any asset criteria?

Asked by: Hon TSE Wai-chun, Paul (Member Question No. 32)

Reply:

Under the Study Subsidy Scheme for Designated Professions/Sectors (SSSDP), 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. Bestowal of subsidy is not subject to means test. 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 five 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 and every programme under SSSDP in the 2015/16, 2016/17 and 2017/18 academic years is set out at Annex.

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 rate requires the prior approval of the Education Bureau, which will only approve cases that are fully justified with necessary enhancement in teaching and learning.

Subsidised places at Year 1 under SSSDP 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.

**Average Annual Tuition Fee after Deducting the Subsidy
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) – Major in Nursing	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
for Each Programme for the Cohort 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) – Major in Nursing	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

**Average Annual Tuition Fee after Deducting the Subsidy
for Each Programme for the Cohort to be Admitted in the 2017/18 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	34,720
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	41,800
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 Engineering with Honours in Testing and Certification	50	70,000	20,000
Tung Wah College	Bachelor of Health Science (Honours) – Major in Nursing	200	70,000	39,475
	Bachelor of Science (Honours) in Medical Laboratory Science	20	70,000	49,680
	Bachelor of Science (Honours) in Radiation Therapy	12	70,000	59,030
Technological and Higher Education Institute of Hong Kong, Vocational Training Council	Bachelor of Arts (Honours) in Fashion Design	60	70,000	24,133
	Bachelor of Arts (Honours) in Product Design	60	70,000	24,133
	Bachelor of Arts (Honours) in Culinary Arts and Management	30	40,000	54,133
	Bachelor of Arts (Honours) in Landscape Architecture	10	40,000	54,133
	Bachelor of Arts (Honours) in Horticulture and Landscape Management	30	40,000	54,133
	Bachelor of Engineering (Honours) in Civil Engineering	60	70,000	32,053
	Bachelor of Engineering (Honours) in Environmental Engineering and Management	60	70,000	24,133

- End -

CONTROLLING OFFICER'S REPLY

EDB242

(Question Serial No. 2525)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not specified
Programme: (7) Post-secondary, Vocational and Professional Education
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

The Government has decided to regularise the Study Subsidy Scheme for Designated Professions/Sectors (SSSDP) from the 2018/19 academic year and the number of subsidised places will increase from 1 000 to 3 000.

How does the Government monitor and ensure the quality of the above programmes? Will periodic review of the programmes be conducted? If yes, what are the results? If the review indicated that the programmes are not up to standard, will the subsidy be suspended?

Also, are there any statistics on the pathway, employment rate and further education of graduates of the above programmes?

Asked by: Hon TSE Wai-chun, Paul (Member Question No. 33)

Reply:

Selected programmes for the Study Subsidy Scheme for Designated Professions/Sectors (SSSDP) should be full-time locally-accredited self-financing undergraduate programmes. All selected programmes should have obtained accreditation from the Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ) or in the case of the Open University of Hong Kong, internal accreditation under its self-accrediting power. All HKCAAVQ-accredited programmes are subject to regular programme re-accreditation by HKCAAVQ to determine whether the accreditation status could be maintained. Participating institutions are required to operate the selected programmes with due diligence and to provide consistent and quality undergraduate programmes under the scheme which shall meet, among others, the requirements of accreditation, quality assurance and the objectives of the scheme. The Government may terminate the subsidy arrangement to a selected programme with prior notice in writing to the relevant institution, if the institution fails to operate the programme or execute the scheme with due diligence.

Participating institutions are also required to conduct survey of the graduates who have completed the designated programmes and benefitted under the scheme, and provide the Government with relevant information (i.e. whether the graduates pursue further studies, or whether they are in full-time or part-time employment and if yes, the industry in which they are employed) within nine months after their completion of the programmes under the scheme. Most students of the first cohort under SSSDP (i.e. admitted in the 2015/16 academic year) will graduate at the end of the 2018/19 academic year.

- End -

CONTROLLING OFFICER'S REPLY**EDB243****(Question Serial No. 2633)**

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 past 3 years, what are the average expenditure incurred and manpower deployed by each aided primary and secondary school with the resources provided by the Bureau for the purpose of promoting children's rights among students, teaching staff and parents? What are the estimated expenditure and manpower required for this task in 2017-18? Are schools provided with indicators or guidelines that they can follow to protect children's rights? If yes, what are the details? If no, what are the reasons?

Asked by: Hon YIU Chung-yim (Member Question No. 29)

Reply:

The Education Bureau (EDB) is committed to nurturing students' whole-person development. A holistic school curriculum comprising knowledge, skills, values and attitudes is adopted to foster students' respect for people (adult or children), including their rights. Related learning elements are incorporated into different Key Learning Areas/subjects of the school curriculum in primary and secondary schools, such as General Studies at the primary level, Life and Society at the junior secondary level, and Liberal Studies at the senior secondary level. Expenditures for the related curriculum development work, the provision of professional development programmes for school heads and teachers, production of learning and teaching resources, provision of learning activities for students and collaboration with other government departments and bodies, are subsumed under the recurrent expenditures of EDB. Such work is an integral part of our curriculum development work, hence we are unable to provide a separate breakdown on the expenditures incurred in the past 3 years.

Moreover, protection of the welfare and safety of children is of paramount concern. In order to create a caring school environment and safeguard the interests of students, clear guidelines on discipline, student behaviour, handling of bullying incidents and suspected child abuse cases, etc. are provided in the School Administration Guide as well as the relevant circulars. School personnel are advised to be sensitive to the emotion and behaviour symptoms of students so as to early identify students concerned and provide immediate intervention.

It is the Government's policy to provide 12-year free primary and secondary education in public sector schools of which universal basic education for children aged between 6 and 15 is compulsory. To uphold the right of children to receive education, schools are required to report to the Education Bureau 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.

- End -

CONTROLLING OFFICER'S REPLY**EDB244****(Question Serial No. 2634)**

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 past 3 years, what are the average expenditure incurred and manpower deployed, as well as categories of projects launched by each aided primary and secondary school with the resources provided by the Bureau for the purpose of preventing discrimination on the ground of disability and promoting equal opportunities, including but not limited to organising education programmes for students and teaching staff, upgrading campus facilities, providing support services, etc.? What are the estimated expenditure and manpower required for this task in 2017-18? Are schools provided with indicators or guidelines that they can follow to protect the rights of persons with disabilities? If yes, what are the details? If no, what are the reasons?

Asked by: Hon YIU Chung-yim (Member Question No. 30)

Reply:

The Education Bureau (EDB) is committed to fostering students' whole-person development. A holistic school curriculum comprising knowledge, skills, values and attitudes is adopted in the promotion of equality. Learning elements related to the prevention of discrimination on the ground of disability and promotion of equal opportunities are incorporated into different Key Learning Areas/subjects of the school curriculum in primary and secondary schools, such as General Studies at the primary level, Life and Society at the junior secondary level, and Liberal Studies at the senior secondary level. Expenditures for the related curriculum development work, which includes promotion of equality in schools, the provision of professional development programmes for school heads and teachers, production of learning and teaching resources, provision of learning activities for students and collaboration with other government departments and bodies, are subsumed under the recurrent expenditures of EDB. Such work is an integral part of our curriculum development work, hence we are unable to provide a separate breakdown on the expenditures incurred in the past 3 years.

Regarding campus facilities, 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. Insofar as improvements to existing school premises, including improving barrier-free access facilities, such as ramps, accessible toilets, lifts, etc., are concerned, schools may submit applications under the annual major repairs exercise in light of their operational needs. In processing the applications, consideration will be given to technical feasibility, urgency for such facilities, alternative measures to solve the inaccessibility problem, and availability of funding, etc. The expenses incurred for the installation of barrier-free access facilities have already been included in the overall expenditure of individual projects, and we do not have ready information on further breakdown.

To help schools cater for students with SEN, EDB has been providing public sector mainstream primary and secondary schools with additional resources on top of the regular subvention, professional support and teacher training. EDB has also been organising different activities to promote inclusive culture and equal

opportunity as well as enhance public awareness and acceptance of students with SEN. A breakdown of the manpower required for the tasks is not available as these are subsumed in the overall manpower of EDB. The total expenditure on additional support and services provided for public sector primary and secondary mainstream schools in catering for students with SEN in the 2014/15 and 2015/16 school years was \$1,222 million and \$1,310 million respectively. For budgetary purpose, the total estimated expenditure on additional support and services in the 2016/17 and 2017/18 school years is \$1,417 million and \$1,469 million respectively.

In accordance with the Disability Discrimination Ordinance (DDO), it is unlawful for educational establishments to discriminate against a person with a disability. Educational establishments cannot refuse admitting students on grounds of their disabilities. Accordingly, all educational establishments have to provide equal opportunities to eligible students, including those with special educational needs (SEN), and have the obligation to make reasonable accommodations for the students. In accordance with the DDO, the Equal Opportunities Commission issued the Code of Practice on Education in 2001 to provide educational establishments, including schools, with practical guidance in developing policies that prevent and eliminate disability discrimination. To facilitate schools to cater for the needs of students with SEN, the Education Bureau (EDB) has also prepared the “Operation Guide on the Whole School Approach to Integrated Education”, which provides guiding principles and practicable strategies for mainstream schools.

Moreover, EDB will not tolerate bullying and discrimination in schools in any form (including verbal, physical and cyber bullying) on any grounds (including physical build, ability, religion, race and sexual orientation). In order to create a caring school environment and safeguard the interests of students (including persons with disabilities), clear guidelines on discipline, student behaviour, handling of bullying and discrimination in school, etc. are provided in the School Administration Guide as well as the relevant circulars.

- End -

CONTROLLING OFFICER'S REPLY**EDB245****(Question Serial No. 2636)**

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 past 3 years, what are the average expenditure incurred and manpower deployed, as well as categories of projects launched by each aided primary and secondary school with the resources provided by the Bureau for the purpose of preventing discrimination on the ground of race and promoting equal opportunities, including but not limited to organising education programmes for students and teaching staff, upgrading campus facilities, providing support services, etc.? What are the estimated expenditure and manpower required for this task in 2017-18? Are schools provided with indicators or guidelines that they can follow to protect the rights of persons of different races? If yes, what are the details? If no, what are the reasons?

Asked by: Hon YIU Chung-yim (Member Question No. 31)

Reply:

The Education Bureau (EDB) is committed to encouraging and supporting the integration of non-Chinese speaking (NCS) students, notably ethnic minority students, into the community, including facilitating their early adaptation to the local education system and mastery of the Chinese language. To ensure that all NCS students will have equal opportunities as their Chinese-speaking peers to learn Chinese, 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, 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 for Secondary 4-6 leading to the Hong Kong Diploma of Education and the creation of an inclusive learning environment in schools. Developed from the perspective of second language learners, the "Learning Framework" helps NCS students overcome their difficulties in learning Chinese as a second language, facilitating their bridging over to mainstream Chinese Language classes.

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), 197 schools (including 112 primary schools and 85 secondary schools) and 216 schools (including 118 primary schools and 98 secondary schools) are provided with the additional funding to support their NCS students in the 2014/15, 2015/16 and 2016/17 school years respectively. Based on the annual school plans/reports submitted by the schools concerned, schools have generally deployed about 10% of the funding to strengthen communication with parents of NCS students and organise multi-cultural activities, etc.

Support measures for NCS students 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 and a breakdown of expenditure by item is not available.

Apart from the above provisions, a holistic school curriculum comprising knowledge, skills, values and attitudes is adopted in the promotion of equality. Learning elements related to the prevention of discrimination on the ground of race and promotion of equal opportunities are incorporated into different Key Learning Areas/subjects of the school curriculum in primary and secondary schools, such as General Studies at the primary level, Life and Society at the junior secondary level, and Liberal Studies at the senior secondary level. Similar to the support measures for NCS students provided by EDB, expenditures for the related curriculum development work, which includes promotion of equality in schools, the provision of professional development programmes for school heads and teachers, production of learning and teaching resources, provision of learning activities for students and collaboration with other government departments and bodies, are subsumed under the recurrent expenditures of EDB. Such work is an integral part of our curriculum development work, hence we are unable to provide a separate breakdown on the expenditures incurred in the past 3 years.

Moreover, EDB will not tolerate bullying and discrimination in schools in any form (including verbal, physical and cyber bullying) on any grounds (including physical build, ability, religion, race and sexual orientation). In order to create a caring school environment and safeguard the interests of students (including persons of different races), clear guidelines on discipline, student behaviour, handling of bullying and discrimination in school, etc. are provided in the School Administration Guide as well as the relevant circulars.

- End -

CONTROLLING OFFICER'S REPLY**EDB246****(Question Serial No. 2641)**

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 past 3 years, what are the average expenditure incurred and manpower deployed, as well as categories of projects launched by each aided primary and secondary school with the resources provided by the Bureau for the purpose of preventing discrimination on the ground of sex and promoting equal opportunities, including but not limited to organising education programmes for students and teaching staff, upgrading campus facilities, providing support services, etc.? What are the estimated expenditure and manpower required for this task in 2017-18? Are schools provided with indicators or guidelines that they can follow to protect the rights of persons of different sexes? If yes, what are the details? If no, what are the reasons?

Asked by: Hon YIU Chung-yim (Member Question No. 32)

Reply:

The Education Bureau (EDB) is committed to fostering students' whole-person development. A holistic school curriculum comprising knowledge, skills, values and attitudes is adopted in the promotion of equality. Learning elements related to the prevention of discrimination on the ground of sex and promotion of equal opportunities are incorporated in different Key Learning Areas/subjects of the school curriculum in primary and secondary schools, such as General Studies at the primary level, Life and Society at the junior secondary level, and Liberal Studies at the senior secondary level. Expenditures for the related curriculum development work, which includes promotion of equality in schools, the provision of professional development programmes for school heads and teachers, production of learning and teaching resources, provision of learning activities for students and collaboration with other government departments and bodies, are subsumed under the recurrent expenditures of EDB. Such work is an integral part of our curriculum development work, hence we are unable to provide a separate breakdown on the expenditures incurred in the past 3 years.

Moreover, EDB will not tolerate bullying and discrimination in schools in any form (including verbal, physical and cyber bullying) on any grounds (including physical build, ability, religion, race and sexual orientation). In order to create a caring school environment and safeguard the interests of students (including persons of different sexes), clear guidelines on discipline, student behaviour, handling of bullying and discrimination in school, etc. are provided in the School Administration Guide as well as the relevant circulars.

- End -

CONTROLLING OFFICER'S REPLY**EDB247****(Question Serial No. 2645)**

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 past 3 years, what are the average expenditure incurred and manpower deployed, as well as categories of projects launched by each aided primary and secondary school with the resources provided by the Bureau for the purpose of preventing discrimination on the ground of sexual orientation and promoting equal opportunities, including but not limited to organising education programmes for students and teaching staff, upgrading campus facilities, providing support services, etc.? What are the estimated expenditure and manpower required for this task in 2017-18? Are schools provided with indicators or guidelines that they can follow to protect the rights of persons of different sexual orientations? If yes, what are the details? If no, what are the reasons?

Asked by: Hon YIU Chung-yim (Member Question No. 33)

Reply:

The Education Bureau (EDB) is committed to fostering students' whole-person development. A holistic school curriculum comprising knowledge, skills, values and attitudes is adopted in the promotion of equality. Learning elements related to the prevention of discrimination on the ground of sexual orientation and promotion of equal opportunities are incorporated into different Key Learning Areas/subjects of the school curriculum in primary and secondary schools, such as General Studies at the primary level, Life and Society at the junior secondary level, and Liberal Studies at the senior secondary level. Expenditures for the related curriculum development work, which includes promotion of equality in schools, the provision of professional development programmes for school heads and teachers, production of learning and teaching resources, provision of learning activities for students and collaboration with other government departments and bodies, are subsumed under the recurrent expenditures of EDB. Such work is an integral part of our curriculum development work, hence we are unable to provide a separate breakdown on the expenditures incurred in the past 3 years.

Moreover, EDB will not tolerate bullying and discrimination in schools in any form (including verbal, physical and cyber bullying) on any grounds (including physical build, ability, religion, race and sexual orientation). In order to create a caring school environment and safeguard the interests of students (including persons of different sexual orientations), clear guidelines on discipline, student behaviour, handling of bullying and discrimination in school, etc. are provided in the School Administration Guide as well as the relevant circulars.

- End -

CONTROLLING OFFICER'S REPLY**EDB248****(Question Serial No. 2646)**

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 past 3 years, what are the average expenditure incurred and manpower deployed, as well as categories of projects launched by each aided primary and secondary school with the resources provided by the Bureau for the purpose of preventing discrimination on the ground of gender identity and promoting equal opportunities, including but not limited to organising education programmes for students and teaching staff, upgrading campus facilities, providing support services, etc.? What are the estimated expenditure and manpower required for this task in 2017-18? Are schools provided with indicators or guidelines that they can follow to protect the rights of persons of different gender identities? If yes, what are the details? If no, what are the reasons?

Asked by: Hon YIU Chung-yim (Member Question No. 34)

Reply:

The Education Bureau (EDB) is committed to fostering students' whole-person development. A holistic school curriculum comprising knowledge, skills, values and attitudes is adopted in the promotion of equality. Learning elements related to the prevention of discrimination on the ground of gender identity and promotion of equal opportunities are incorporated into different Key Learning Areas/subjects of the school curriculum in primary and secondary schools, such as General Studies at the primary level, Life and Society at the junior secondary level, and Liberal Studies at the senior secondary level. Expenditures for the related curriculum development work, which includes promotion of equality in schools, the provision of professional development programmes for school heads and teachers, production of learning and teaching resources, provision of learning activities for students and collaboration with other government departments and bodies, are subsumed under the recurrent expenditures of EDB. Such work is an integral part of our curriculum development work, hence we are unable to provide a separate breakdown on the expenditures incurred in the past 3 years.

Moreover, EDB will not tolerate bullying and discrimination in schools in any form (including verbal, physical and cyber bullying) on any grounds (including physical build, ability, religion, race and sexual orientation). In order to create a caring school environment and safeguard the interests of students (including persons of different gender identities), clear guidelines on discipline, student behaviour, handling of bullying and discrimination in school, etc. are provided in the School Administration Guide as well as the relevant circulars.

- End -

CONTROLLING OFFICER'S REPLY**EDB249****(Question Serial No. 1285)**

Head: (173) Working Family and Student Financial Assistance Agency

Subhead (No. & title): (228) Student financial assistance

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:

The Bureau has decided to provide an additional grant for children of needy families, starting from the 2017/18 school year. What are the asset and income thresholds of the grant? How many families does the Bureau expect to benefit from the grant?

Asked by: Hon CHENG Chung-tai (Member Question No. 29)

Reply:

The Student Finance Office of the Working Family and Student Financial Assistance 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. Applications for financial assistance for pre-primary students are not subject to asset test. Applicants who pass the income test and meet the eligibility criteria under the Kindergarten and Child Care Centre Fee Remission Scheme are eligible for an additional grant to defray school-related expenses incurred from the students' kindergarten education starting from the 2017/18 school year. It is anticipated that around 50 000 kindergarten students will benefit from the additional grant in the 2017/18 school year.

- End -

CONTROLLING OFFICER'S REPLY**EDB250****(Question Serial No. 0301)**

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 (2012/13 to 2016/17) -

	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 (2012/13 to 2016/17).
- (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 (2012/13 to 2016/17).
- (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 (2012/13 to 2016/17).
- (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 (2012/13 to 2016/17).

Asked by: Hon IP Kin-yuen (Member Question No. 39)

Reply:

- (a) The information on student financial assistance provided to students under the TSFS, FASP, NLSFT, NLSPS and ENLS in the 2012/13 to 2016/17 academic years is as follows –

	Academic Year				
	2012/13	2013/14	2014/15	2015/16	2016/17*
(A) TSFS					
Number of applications	33 923	32 147	31 010	29 828	27 939
Number of applications approved	30 184	28 701	26 802	25 172	21 494
Number of students receiving grant	30 091	28 628	26 734	25 117	21 458
Number of students receiving full grant	17 942	17 023	16 418	15 869	14 287
Average grant disbursed (\$)	36,923	36,501	38,351	39,386	40,609
Number of students receiving loans	9 648	8 704	7 624	6 623	4 818
Average loan disbursed (\$)	29,535	29,997	31,367	32,940	36,716
Total amount of assistance disbursed (\$ million)	1,396.01	1,306.03	1,264.43	1,207.41	1,048.29

	Academic Year				
	2012/13	2013/14	2014/15	2015/16	2016/17*
(B) FASP					
Number of applications	33 934	31 402	27 367	26 817	24 615
Number of applications approved	28 383	26 657	23 002	22 106	17 790
Number of students receiving grant	28 353	26 631	22 980	22 083	17 778
Number of students receiving full grant	17 200	16 227	14 162	13 852	8 118
Average grant disbursed (\$)	43,232	44,576	48,133	50,088	44,482
Number of students receiving loans	8 685	7 366	6 076	5 081	3 209
Average loan disbursed (\$)	30,699	31,366	32,986	35,446	32,723
Total amount of assistance disbursed (\$ million)	1,492.37	1,418.15	1,306.52	1,286.20	895.81
(C) NLSFT					
Number of applications	9 851	10 493	12 746	14 471	14 998
Number of applications approved	9 751	10 422	12 011	13 271	13 690
Number of students receiving loans	8 508	9 383	10 344	10 974	10 664
Average loan disbursed (\$)	38,099	37,892	38,533	38,749	39,066
Total amount of loan disbursed (\$ million)	324.15	355.54	398.59	425.23	416.60
(D) NLSPS					
Number of applications	20 045	19 646	19 250	20 752	20 601
Number of applications approved	19 507	19 216	18 829	20 216	19 982
Number of students receiving loans	11 572	12 140	12 359	13 307	12 145
Average loan disbursed (\$)	50,973	53,587	57,289	59,528	52,116
Total amount of loan disbursed (\$ million)	589.86	650.55	708.04	792.14	632.95

	Academic Year				
	2012/13	2013/14	2014/15	2015/16	2016/17*
(E) ENLS					
Number of applications	8 481	7 863	7 287	6 883	5 512
Number of applications approved	8 481	7 863	7 287	6 883	5 159
Number of students receiving loans	7 687	7 211	6 637	6 327	4 836
Average loan disbursed (\$)	47,091	49,936	53,254	54,904	45,721
Total amount of loan disbursed (\$ million)	361.99	360.09	353.45	347.38	221.11

* As at 31 January 2017

- (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 2012/13 to 2016/17 academic years are as follows –

(A) TSFS

Institution	Academic Year				
	2012/13	2013/14	2014/15	2015/16	2016/17*
(a) City University of Hong Kong	1 377	1 212	1 068	889	638
(b) Hong Kong Baptist University	710	646	561	489	408
(c) Hong Kong Institute of Vocational Education, Hong Kong Design Institute, Chinese Culinary Institute and International Culinary Institute, and Maritime Services Training Institute of the Vocational Training Council	1 100	1 150	993	948	653
(d) Hong Kong University of Science and Technology	765	673	581	505	377
(e) Lingnan University	429	360	326	266	198
(f) The Chinese University of Hong Kong	1 468	1 348	1 198	1 089	779
(g) The Education University of Hong Kong (formerly known as The Hong Kong Institute of Education)	773	646	527	424	271
(h) The Hong Kong Academy for Performing Arts	52	59	59	58	35
(i) The Hong Kong Polytechnic University	1 905	1 623	1 454	1 198	882
(j) The Prince Philip Dental Hospital	2	1	1	1	3
(k) The University of Hong Kong	1 067	986	856	756	574
Total	9 648	8 704	7 624	6 623	4 818

(B) FASP

Institution	Academic Year				
	2012/13	2013/14	2014/15	2015/16	2016/17*
(a) City University of Hong Kong/ Community College of City University/ School of Continuing and Professional Education	872	899	676	445	219
(b) Hong Kong Baptist University/ School of Continuing Education/ College of International Education	562	486	385	356	205
(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	1 006	853	711	580	392
(d) Hong Kong University of Science and Technology	0	1	0	1	0
(e) Lingnan Institute of Further Education/ The Community College at Lingnan University	426	301	82	47	38
(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	437	223	174	145	93
(g) The Education University of Hong Kong (formerly known as The Hong Kong Institute of Education)	197	200	167	173	85
(h) The Hong Kong Polytechnic University/ Hong Kong Community College/ School of Professional Education and Executive Development	1 370	1 045	877	691	446
(i) The University of Hong Kong/ HKU School of Professional and Continuing Education/ HKU SPACE Community College/ HKU SPACE Po Leung Kuk Stanley Ho Community College	1 112	804	521	456	300
(j) Caritas Bianchi College of Careers/ Caritas Institute of Community Education/ Caritas Institute of Higher Education	155	123	129	121	95
(k) Centennial College	23	30	25	15	11
(l) Chu Hai College of Higher Education	241	206	186	137	64
(m) Gratia Christian College	0	0	0	3	5
(n) Hang Seng Management College	308	325	338	300	173
(o) Hong Kong Art School	11	12	15	3	3
(p) Hong Kong College of Technology/ HKCT Institute of Higher Education	83	67	45	34	23
(q) Hong Kong Institute of Technology	24	35	32	23	10

Institution	Academic Year				
	2012/13	2013/14	2014/15	2015/16	2016/17*
(r) Hong Kong Nang Yan College of Higher Education	0	1	4	6	2
(s) Hong Kong Shue Yan University	648	562	460	360	215
(t) Kaplan Business and Accountancy School	1	1	0	0	0
(u) Sacred Heart Canossian College of Commerce	5	3	0	0	0
(v) Savannah College of Arts and Design, Inc.	3	3	3	6	2
(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	118	100	93	78	47
(x) School of Nursing, Hong Kong Baptist Hospital	0	0	4	12	1
(y) School of Nursing, Union Hospital	0	0	10	16	3
(z) St. Teresa's Hospital School of Nursing	0	10	11	15	9
(aa) The Open University of Hong Kong/ Li Ka Shing Institute of Professional and Continuing Education	898	833	880	836	561
(ab) Tung Wah College	176	237	245	212	199
(ac) Yew Chung Community College	5	4	2	7	7
(ad) YMCA College of Careers	4	2	1	3	1
Total	8 685	7 366	6 076	5 081	3 209

(C) NLSFT

Institution	Academic Year				
	2012/13	2013/14	2014/15	2015/16	2016/17*
(a) City University of Hong Kong	1 236	1 374	1 607	1 781	1 670
(b) Hong Kong Baptist University	730	771	849	897	900
(c) Hong Kong Institute of Vocational Education, Hong Kong Design Institute, Chinese Culinary Institute and International Culinary Institute, and Maritime Services Training Institute of the Vocational Training Council	1 102	1 341	1 343	1 493	1 464
(d) Hong Kong University of Science and Technology	697	797	831	891	808
(e) Lingnan University	341	367	397	375	392
(f) The Chinese University of Hong Kong	1 246	1 364	1 532	1 588	1 623
(g) The Education University of Hong Kong (formerly known as The Hong Kong Institute of Education)	522	580	603	581	524
(h) The Hong Kong Academy for Performing Arts	105	113	116	116	110
(i) The Hong Kong Polytechnic University	1 389	1 501	1 703	1 830	1 800
(j) The Prince Philip Dental Hospital	7	3	4	4	5
(k) The University of Hong Kong	1 133	1 172	1 359	1 418	1 368
Total	8 508	9 383	10 344	10 974	10 664

(D) NLSPS

Institution	Academic Year				
	2012/13	2013/14	2014/15	2015/16	2016/17*
(a) City University of Hong Kong/ Community College of City University/ School of Continuing and Professional Education	1 167	1 470	1 337	1 127	955
(b) Hong Kong Baptist University/ School of Continuing Education/ College of International Education	844	873	899	1 008	949
(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	1 311	1 383	1 570	1 674	1 554
(d) Hong Kong University of Science and Technology	1	1	3	6	0
(e) Lingnan Institute of Further Education/ The Community College at Lingnan University	672	555	224	152	155
(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	610	415	392	405	344
(g) The Education University of Hong Kong (formerly known as The Hong Kong Institute of Education)	303	363	347	416	272
(h) The Hong Kong Polytechnic University/ Hong Kong Community College/ School of Professional Education and Executive Development	1 675	1 711	1 687	1 817	1 804
(i) The University of Hong Kong/ HKU School of Professional and Continuing Education / HKU SPACE Community College/ HKU SPACE Po Leung Kuk Stanley Ho Community College	1 562	1 412	1 174	1 292	1 197
(j) Caritas Bianchi College of Careers/ Caritas Institute of Community Education/ Caritas Institute of Higher Education	173	173	239	350	364
(k) Centennial College	45	72	93	89	49
(l) Chu Hai College of Higher Education	333	343	343	342	195
(m) Gratia Christian College	0	0	0	7	9
(n) Hang Seng Management College	621	700	897	1 024	929
(o) Hong Kong Art School	31	40	42	35	16
(p) Hong Kong College of Technology/ HKCT Institute of Higher Education	125	149	101	66	48

Institution	Academic Year				
	2012/13	2013/14	2014/15	2015/16	2016/17*
(q) Hong Kong Institute of Technology	30	31	50	63	49
(r) Hong Kong Nang Yan College of Higher Education	0	4	7	9	6
(s) Hong Kong Shue Yan University	597	626	733	792	692
(t) Kaplan Business and Accountancy School	3	5	0	0	0
(u) Sacred Heart Canossian College of Commerce	24	7	0	0	0
(v) Savannah College of Arts and Design, Inc.	47	67	59	53	50
(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	83	100	114	121	125
(x) School of Nursing, Hong Kong Baptist Hospital	0	0	7	25	3
(y) School of Nursing, Union Hospital	0	0	11	23	9
(z) St. Teresa's Hospital School of Nursing	0	14	24	26	21
(aa) The Open University of Hong Kong/ Li Ka Shing Institute of Professional and Continuing Education	910	1 053	1 363	1 736	1 705
(ab) Tung Wah College	388	545	619	595	579
(ac) Yew Chung Community College	9	15	16	42	51
(ad) YMCA College of Careers	8	13	8	12	15
Total	11 572	12 140	12 359	13 307	12 145

* As at 31 January 2017

(E) ENLS @

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 2016/17 academic years are as follows –

Category of Eligible Courses	Academic Year				
	2012/13	2013/14	2014/15	2015/16	2016/17*
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	3 077	2 276
Category 2 – Courses under Diploma Yi Jin	1 110	925	872	870	887
Category 3 – Courses covered by the Financial Assistance Scheme for Designated Evening Adult Education Courses	1	4	1	1	0
Category 4 – Training or development courses provided or funded by local statutory bodies	8	5	2	7	2
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	2 405	1 675
Total	7 713^{##}	7 285^{##}	6 728^{##}	6 360^{##}	4 840^{##}

* As at 31 January 2017

@ 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 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 figures under Category 1 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 loan 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 2012/13 to 2016/17 academic years are as follows –

(A) TSFS

Level of Study	Academic Year				
	2012/13	2013/14	2014/15	2015/16	2016/17*
Degree or above	8 013	7 142	6 319	5 442	3 991
Sub-degree	1 635	1 562	1 305	1 181	827
Total	9 648	8 704	7 624	6 623	4 818

(B) FASP

Level of Study	Academic Year				
	2012/13	2013/14	2014/15	2015/16	2016/17*
Degree / Top-up degree	3 169	3 293	3 415	2 880	1 830
Sub-degree	5 516	4 073	2 661	2 201	1 379
Total	8 685	7 366	6 076	5 081	3 209

(C) NLSFT

Level of Study	Academic Year				
	2012/13	2013/14	2014/15	2015/16	2016/17*
Degree or above	7 007	7 663	8 660	9 135	8 907
Sub-degree	1 501	1 720	1 684	1 839	1 757
Total	8 508	9 383	10 344	10 974	10 664

(D) NLSPS

Level of Study	Academic Year				
	2012/13	2013/14	2014/15	2015/16	2016/17*
Degree / Top-up degree	4 152	5 284	6 990	7 792	6 863
Sub-degree	7 420	6 856	5 369	5 515	5 282
Total	11 572	12 140	12 359	13 307	12 145

* As at 31 January 2017

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 2012/13 to 2016/17 academic years are as follows –

Loan Disbursed (\$)	Academic Year				
	2012/13	2013/14	2014/15	2015/16	2016/17*
(A) TSFS (loans are to cover living expenses)					
Lowest	1,180	2,040	3,180	1,700	3,000
Average	29,535	29,997	31,367	32,940	36,716
Median	39,000	40,000	40,000	42,100	48,000
Highest **	59,470	61,440	63,780	66,460	72,555
(B) FASP (loans are to cover living expenses)					
Lowest	1,189	2,000	2,126	870	2,500
Average	30,699	31,366	32,986	35,446	32,723
Median	39,650	40,960	42,520	44,310	25,000
Highest **	65,740	68,110	71,580	75,590	78,610
(C) NLSFT (loans are to cover tuition fees)					
Lowest	3,630	3,900	1,035	215	4,180
Average	38,099	37,892	38,533	38,749	39,066
Median	42,100	42,100	42,100	42,100	42,100
Highest	42,100	43,940	51,310	51,310	52,570
(D) NLSPS (loans are to cover tuition fees)					
Lowest	1,460	1,190	510	1,810	695
Average	50,973	53,587	57,289	59,528	52,116
Median	49,500	50,400	52,560	55,000	52,500
Highest	247,731	341,064	261,911	267,143	272,723
(E) ENLS (loans are to cover tuition fees)					
Lowest	2,100	3,000	1,500	3,000	2,570
Average	47,091	49,936	53,254	54,904	45,721
Median	36,250	38,800	41,400	42,800	45,000
Highest	300,000	312,300	325,700	340,000	350,200

* As at 31 January 2017

** 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 2012/13 to 2016/17 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				
	2012/13	2013/14	2014/15	2015/16	2016/17*
(a) City University of Hong Kong					
Number of students receiving grant	3 890	3 529	3 307	3 004	2 604
Number of students receiving full grant	2 290	2 056	2 009	1 868	1 694
(b) Hong Kong Baptist University					
Number of students receiving grant	1 991	1 887	1 856	1 798	1 654
Number of students receiving full grant	1 205	1 133	1 128	1 120	1 058
(c) Hong Kong Institute of Vocational Education, Hong Kong Design Institute, Chinese Culinary Institute and International Culinary Institute, and Maritime Services Training Institute of the Vocational Training Council					
Number of students receiving grant	7 402	7 453	6 591	6 271	5 005
Number of students receiving full grant	4 553	4 604	4 297	4 203	3 685
(d) Hong Kong University of Science and Technology					
Number of students receiving grant	2 030	1 814	1 682	1 564	1 370
Number of students receiving full grant	1 141	1 013	991	963	860
(e) Lingnan University					
Number of students receiving grant	1 035	936	897	841	747
Number of students receiving full grant	660	590	558	537	486
(f) The Chinese University of Hong Kong					
Number of students receiving grant	3 948	3 779	3 642	3 440	2 891
Number of students receiving full grant	2 270	2 193	2 107	2 046	1 851

Institution	Academic Years				
	2012/13	2013/14	2014/15	2015/16	2016/17*
(g) The Education University of Hong Kong (formerly known as The Hong Kong Institute of Education)					
Number of students receiving grant	1 808	1 688	1 515	1 429	1 248
Number of students receiving full grant	1 073	998	949	937	831
(h) The Hong Kong Academy for Performing Arts					
Number of students receiving grant	125	147	146	139	127
Number of students receiving full grant	65	86	90	94	90
(i) The Hong Kong Polytechnic University					
Number of students receiving grant	5 354	5 042	4 790	4 396	3 793
Number of students receiving full grant	3 201	2 973	2 904	2 735	2 448
(j) The Prince Philip Dental Hospital					
Number of students receiving grant	9	8	9	8	10
Number of students receiving full grant	5	5	5	5	8
(k) The University of Hong Kong					
Number of students receiving grant	2 499	2 345	2 299	2 227	2 009
Number of students receiving full grant	1 479	1 372	1 380	1 361	1 276
Total					
Number of students receiving grant	30 091	28 628	26 734	25 117	21 458
Number of students receiving full grant	17 942	17 023	16 418	15 869	14 287

(B) FASP

Institution	Academic Year				
	2012/13	2013/14	2014/15	2015/16	2016/17*
(a) City University of Hong Kong/ Community College of City University/ School of Continuing and Professional Education					
Number of students receiving grant	2 769	2 930	2 550	2 043	1 617
Number of students receiving full grant	1 706	1 822	1 598	1 207	120
(b) Hong Kong Baptist University/ School of Continuing Education/ College of International Education					
Number of students receiving grant	1 739	1 562	1 337	1 415	1 161
Number of students receiving full grant	1 089	981	825	896	790
(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	4 546	4 075	3 542	3 144	2 475
Number of students receiving full grant	2 823	2 527	2 271	2 077	1 729
(d) Hong Kong University of Science and Technology					
Number of students receiving grant	1	7	2	7	1
Number of students receiving full grant	1	5	1	5	1
(e) Lingnan Institute of Further Education/ The Community College at Lingnan University					
Number of students receiving grant	1 874	1 611	395	305	242
Number of students receiving full grant	1 228	1 059	248	202	176
(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	1 434	1 037	828	687	518
Number of students receiving full grant	915	636	510	446	356
(g) The Education University of Hong Kong (formerly known as The Hong Kong Institute of Education)					
Number of students receiving grant	484	513	445	505	337
Number of students receiving full grant	304	308	279	331	229

Institution	Academic Year				
	2012/13	2013/14	2014/15	2015/16	2016/17*
(h) The Hong Kong Polytechnic University/ Hong Kong Community College/ School of Professional Education and Executive Development					
Number of students receiving grant	4 223	3 836	3 441	3 321	2 797
Number of students receiving full grant	2 314	2 150	2 095	2 070	1 223
(i) The University of Hong Kong/ HKU School of Professional and Continuing Education/ HKU SPACE Community College/ HKU SPACE Po Leung Kuk Stanley Ho Community College					
Number of students receiving grant	4 182	3 620	2 499	2 384	1 783
Number of students receiving full grant	2 538	2 240	1 610	1 531	1 224
(j) Caritas Bianchi College of Careers/ Caritas Institute of Community Education/ Caritas Institute of Higher Education					
Number of students receiving grant	430	383	408	449	423
Number of students receiving full grant	298	251	237	296	312
(k) Centennial College					
Number of students receiving grant	43	75	90	79	31
Number of students receiving full grant	31	51	63	48	19
(l) Chu Hai College of Higher Education					
Number of students receiving grant	634	569	563	485	261
Number of students receiving full grant	389	357	339	291	154
(m) Gratia Christian College					
Number of students receiving grant	0	0	0	9	13
Number of students receiving full grant	0	0	0	6	8
(n) Hang Seng Management College					
Number of students receiving grant	864	965	1 089	1 075	808
Number of students receiving full grant	506	584	653	645	517

Institution	Academic Year				
	2012/13	2013/14	2014/15	2015/16	2016/17*
(o) Hong Kong Art School					
Number of students receiving grant	34	44	38	30	10
Number of students receiving full grant	19	24	22	17	3
(p) Hong Kong College of Technology/ HKCT Institute of Higher Education					
Number of students receiving grant	268	245	184	169	118
Number of students receiving full grant	171	162	116	117	85
(q) Hong Kong Institute of Technology					
Number of students receiving grant	116	120	113	127	98
Number of students receiving full grant	82	76	75	90	69
(r) Hong Kong Nang Yan College of Higher Education					
Number of students receiving grant	5	6	12	17	15
Number of students receiving full grant	2	3	7	13	11
(s) Hong Kong Shue Yan University					
Number of students receiving grant	1 632	1 639	1 506	1 466	1 178
Number of students receiving full grant	907	941	859	883	758
(t) Kaplan Business and Accountancy School					
Number of students receiving grant	1	1	0	0	0
Number of students receiving full grant	0	0	0	0	0

Institution	Academic Year				
	2012/13	2013/14	2014/15	2015/16	2016/17*
(u) Sacred Heart Canossian College of Commerce					
Number of students receiving grant	52	25	0	0	0
Number of students receiving full grant	26	14	0	0	0
(v) Savannah College of Arts and Design, Inc.					
Number of students receiving grant	3	5	5	7	7
Number of students receiving full grant	3	4	4	4	4
(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					
Number of students receiving grant	269	258	260	247	217
Number of students receiving full grant	174	160	152	159	0
(x) School of Nursing, Hong Kong Baptist Hospital					
Number of students receiving grant	0	0	31	35	12
Number of students receiving full grant	0	0	13	20	8
(y) School of Nursing, Union Hospital					
Number of students receiving grant	0	0	27	39	8
Number of students receiving full grant	0	0	20	22	3
(z) St. Teresa's Hospital School of Nursing					
Number of students receiving grant	0	20	37	40	29
Number of students receiving full grant	0	8	24	29	0
(aa) The Open University of Hong Kong/ Li Ka Shing Institute of Professional and Continuing Education					
Number of students receiving grant	2 394	2 633	3 105	3 485	3 059
Number of students receiving full grant	1 459	1 601	1 843	2 118	277

Institution	Academic Year				
	2012/13	2013/14	2014/15	2015/16	2016/17*
(ab) Tung Wah College					
Number of students receiving grant	328	426	447	454	500
Number of students receiving full grant	194	247	280	288	0
(ac) Yew Chung Community College					
Number of students receiving grant	13	12	15	38	46
Number of students receiving full grant	11	6	13	28	31
(ad) YMCA College of Careers					
Number of students receiving grant	15	14	11	21	14
Number of students receiving full grant	10	10	5	13	11
Total					
Number of students receiving grant	28 353	26 631	22 980	22 083	17 778
Number of students receiving full grant	17 200	16 227	14 162	13 852	8 118

* As at 31 January 2017

- (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 2012/13 to 2016/17 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 2012/13 to 2016/17 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 2012/13 to 2015/16 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			
	2012/13	2013/14	2014/15	2015/16
(A) TSFS				
Average loan amount ^^	55,507	60,139	59,644	59,698
Median loan amount ^^	44,920	50,340	48,710	42,520
Average monthly loan repayment amount	332~	360~	357~	357~
Median monthly loan repayment amount	269~	301~	292~	254~

Loan/ Repayment Amount (\$)	Academic Year			
	2012/13	2013/14	2014/15	2015/16
(B) FASP				
Average loan amount ^^	52,478	53,449	55,559	54,625
Median loan amount ^^	40,000	39,650	40,960	42,000
Average monthly loan repayment amount	314~	320~	333~	327~
Median monthly loan repayment amount	240~	237~	245~	251~
(C) NLSFT				
Average loan amount ^^	72,877	73,315	71,033	75,326
Median loan amount ^^	64,100	65,075	60,500	63,150
Average monthly loan repayment amount	466~	470~	448~	475~
Median monthly loan repayment amount	410~	417~	381~	398~
(D) NLSPS				
Average loan amount ^^	103,249	96,805	89,425	103,757
Median loan amount ^^	87,000	84,600	85,867	91,350
Average monthly loan repayment amount	661~	621~	564~	654~
Median monthly loan repayment amount	557~	542~	541~	576~
(E) ENLS				
Average loan amount ^^	58,675	66,883	64,520	67,538
Median loan amount ^^	49,200	57,000	49,000	51,000
Average monthly loan repayment amount	366~	418~	400~	419~
Median monthly loan repayment amount	307~	357~	304~	316~

^^ 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.

Information on loan repayment of student loan borrowers who commenced loan repayment in the 2016/17 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 2012/13 to 2016/17 academic years is as follows –

Scheme	Academic Year				
	2012/13	2013/14	2014/15	2015/16	2016/17*
TSFS	6.04%	5.69%	5.13%	5.02%	5.56%
FASP	6.29%	5.59%	5.33%	5.18%	6.76%
NLSFT	7.03%	5.79%	4.80%	4.53%	3.89%
NLSPS	10.48%	8.84%	7.54%	6.96%	6.19%
ENLS	12.52%	10.99%	9.59%	9.68%	9.44%
Overall	9.55%	8.32%	7.26%	7.07%	7.03%

* As at 31 January 2017

§ 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 2012/13 to 2016/17 academic years is the number as at the end of the academic years concerned (i.e. 31 July 2013, 31 July 2014, 31 July 2015 and 31 July 2016) and 31 January 2017 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**EDB251****(Question Serial No. 0302)**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 (2012/13 to 2016/17).

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 (2012/13 to 2016/17), 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 (2012/13 to 2016/17).

Asked by: Hon IP Kin-yuen (Member Question No. 40)

Reply:

1. Regarding the publicly-funded scholarships that are administered by the Student Finance Office (SFO) of the Working Family and Student Financial Assistance Agency in the past five school years from 2012/13 to 2016/17, 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	2012/13	\$50,000	\$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		\$50,326	182 ^b (98.9%)	2 (1.1%)	9.26
	2016/17*		\$50,330	180 ^b (98.9%)	2 (1.1%)	9.16

* As at 31 January 2017

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 2012/13 to 2016/17 –

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 (%)	Singapore (%)
Scholarship for Prospective English Teachers	2012/13	5 (100%)	-	-	-	-	-	-	-	-
	2013/14	4 (100%)	-	-	-	-	-	-	-	-
	2014/15	2 (100%)	-	-	-	-	-	-	-	-
	2015/16	1 (50%)	-	-	-	-	1 (50%)	-	-	-
	2016/17*	-	-	-	-	-	1 (50%)	-	-	1 (50%)

* As at 31 January 2017

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					
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
2016/17*	1 (50%)	1	\$80,000	\$80,000	\$80,000
Singapore					
2016/17*	1 (50%)	1	\$80,000	\$80,000	\$80,000

* As at 31 January 2017

3. Details of the awardees for the Scholarship for Prospective English Teachers, which has remained as the only publicly-funded university scholarship administered by the SFO, are listed in the tables below by year –

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 Education University of Hong Kong - 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 Education University of Hong Kong - 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 Education University of Hong Kong - 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: 182 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: 4 (100%) - non-local students: 0 (0%)	Year 1: - local students: 1 (100%) - non-local students: 0 (0%)	Department of English - local students: 4 (100%) - non-local students: 0 (0%)
	Year 2: - local students: 1 (100%) - non-local students: 0 (0%)	
	Year 3: Nil	
	Year 4: - local students: 2 (100%) - non-local students: 0 (0%)	
The Chinese University of Hong Kong - local students: 79 (100%) - non-local students: 0 (0%)	Year 1: - local students: 20 (100%) - non-local students: 0 (0%)	Faculty of Education - local students: 62 (100%) - non-local students: 0 (0%)
	Year 2: - local students: 12 (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: 26 (100%) - non-local students: 0 (0%)	

By Institution	By Year of Study	By Department / Faculty / Programme of Study
The Education University of Hong Kong - local students: 11 (100%) - non-local students: 0 (0%)	Year 1: Nil Year 2: - local students: 5 (100%) - non-local students: 0 (0%) Year 3: - local students: 5 (100%) - non-local students: 0 (0%) Year 4: - local students: 1 (100%) - non-local students: 0 (0%)	Faculty of Humanities - local students: 11 (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: 61 (98.4%) - non-local students: 1 (1.6%)	Year 1: - local students: 22 (95.7%) - non-local students: 1 (4.3%) Year 2: - local students: 17 (100%) - non-local students: 0 (0%) Year 3: - local students: 4 (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: 43 (97.7%) - non-local students: 1 (2.3%)
		Faculty of Education - local students: 9 (100%) - non-local students: 0 (0%)
		Faculty of Arts - local students: 9 (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%)

2016/17* School Year (Total: 180 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 (50%) - non-local students: 1 (50%)	Year 1: - local students: 1 (50%) - non-local students: 1 (50%)	Department of Linguistics and Translation - local students: 1 (50%) - non-local students: 1 (50%)
Hang Seng Management College - local students: 1 (100%) - non-local students: 0 (0%)	Year 1: - local students: 1 (100%) - non-local students: 0 (0%)	Department of English - local students: 1 (100%) - non-local students: 0 (0%)
Hong Kong Baptist University - local students: 19 (100%) - non-local students: 0 (0%)	Year 1: - local students: 1 (100%) - non-local students: 0 (0%) Year 2: - local students: 4 (100%) - non-local students: 0 (0%) Year 3: - local students: 5 (100%) - non-local students: 0 (0%) Year 4: - local students: 4 (100%) - non-local students: 0 (0%) Year 5: - local students: 5 (100%) - non-local students: 0 (0%)	Faculty of Arts (Department of English Language and Literature) - local students: 19 (100%) - non-local students: 0 (0%)
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%)
Lingnan University - local students: 4 (100%) - non-local students: 0 (0%)	Year 1: - local students: 2 (100%) - non-local students: 0 (0%) Year 2: - local students: 1 (100%) - non-local students: 0 (0%) Year 3: - local students: 1 (100%) - non-local students: 0 (0%)	Department of English - local students: 4 (100%) - non-local students: 0 (0%)

By Institution	By Year of Study	By Department / Faculty / Programme of Study
The Chinese University of Hong Kong - local students: 74 (100%) - non-local students: 0 (0%)	Year 1: - local students: 12 (100%) - non-local students: 0 (0%) Year 2: - local students: 12 (100%) - non-local students: 0 (0%) Year 3: - local students: 14 (100%) - non-local students: 0 (0%) Year 4: - local students: 21 (100%) - non-local students: 0 (0%) Year 5 / Postgraduate Diploma in Education : - local students: 15 (100%) - non-local students: 0 (0%)	Faculty of Education - local students: 54 (100%) - non-local students: 0 (0%)
		Faculty of Arts (Department of English) - local students: 20 (100%) - non-local students: 0 (0%)
The Education University of Hong Kong - local students: 16 (100%) - non-local students: 0 (0%)	Year 1: - local students: 6 (100%) - non-local students: 0 (0%) Year 2: Nil Year 3: - local students: 4 (100%) - non-local students: 0 (0%) Year 4: - local students: 5 (100%) - non-local students: 0 (0%) Year 5: - local students: 1 (100%) - non-local students: 0 (0%)	Faculty of Humanities - local students: 16 (100%) - non-local students: 0 (0%)
The Hong Kong Polytechnic University - 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%)	Department of English - local students: 1 (100%) - non-local students: 0 (0%)

By Institution	By Year of Study	By Department / Faculty / Programme of Study
The University of Hong Kong - local students: 63 (98.4%) - non-local students: 1 (1.6%)	Year 1: - local students: 17 (100%) - non-local students: 0 (0%)	Faculty of Arts and Faculty of Education - local students: 48 (98%) - non-local students: 1 (2%)
	Year 2: - local students: 15 (93.8%) - non-local students: 1 (6.2%)	Faculty of Education - local students: 5 (100%) - non-local students: 0 (0%)
	Year 3: - local students: 15 (100%) - non-local students: 0 (0%)	Faculty of Arts - local students: 10 (100%) - non-local students: 0 (0%)
	Year 4: - local students: 4 (100%) - non-local students: 0 (0%)	
	Year 5 / Postgraduate Diploma in Education : - local students: 12 (100%) - non-local students: 0 (0%)	

* As at 31 January 2017

- End -

CONTROLLING OFFICER'S REPLY**EDB252****(Question Serial No. 1583)**

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
(201) Means-tested loan for tertiary students pursuing publicly-funded programmes
(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 various means-tested financial assistance or loan schemes mentioned, please advise this Committee of the following:

- (1) Whether the Agency has conducted regular random check of the income records of approved applicants to see if the income limits have been exceeded after successful applications for the assistance or loan. If yes, what are Agency's policy on such check, the frequency of check, the number of cases covered and its percentage out of all applications? If no, what are the reasons?
- (2) What is the number of default cases and its percentage out of all loan applicants in the financial year of 2016/17, as well as the specific measures taken by the Agency to recover the arrears?

Asked by: Hon IP LAU Suk-ye, Regina (Member Question No. 15)

Reply:

(1) The Student Finance Office (SFO) under the Working Family and Student Financial Assistance Agency would conduct detailed checking of all applications (100%) for student finance including checking the information on family income and asset (where appropriate) provided by applicants. In addition, monthly counter-checking on about 12% of the vetted applications for the means-tested financial assistance schemes for post-secondary students will be conducted to ascertain the completeness and accuracy of the information provided in the applications before financial assistance is disbursed to successful applicants. Furthermore, around 5 to 10% of the successful applications will be randomly selected each year for authentication or detailed checking towards the end of the application cycle. Recovery action will be conducted for any overpaid assistance and cases with serious omission will be referred to the Police for follow-up actions.

- (2) We do not maintain information on the percentage of the number of default cases in terms of the number of applications received. The number of default cases[§] and the default rate in terms of the number of loan repayment accounts under the Tertiary Student Finance Scheme – Publicly-funded Programmes (TSFS) and the Financial Assistance Scheme for Post-secondary Students (FASP) in the 2016/17 academic year (as at 31 January 2017) are as follows –

	2016/17 Academic Year*
(A) TSFS	
No. of default cases#	
(i) No. of default cases in which the SFO of the Agency would initiate recovery action against the defaulters and the indemnifiers concerned	236
(ii) No. of default cases in which legal recovery action had been initiated [^]	962
Sub-total	<u>1 198</u>
No. of loan repayment accounts	21 530
Default rate in terms of loan repayment accounts	5.56%
(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	634
(ii) No. of default cases in which legal recovery action had been initiated [^]	973
Sub-total	<u>1 607</u>
No. of loan repayment accounts	23 776
Default rate in terms of loan repayment accounts	6.76%

* As at 31 January 2017

§ 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 2016/17 academic year is the number as at 31 January 2017. 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 (DoJ) and filed directly to the Small Claims Tribunal (SCT), loan borrowers had been declared bankrupt / applied for Individual Voluntary Arrangement or deferment / write-off applications were under processing.

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 DoJ or filing claims to the 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.

- End -

CONTROLLING OFFICER'S REPLY**EDB253****(Question Serial No. 3042)**Head: (173) Working Family and Student Financial Assistance Agency

(254) Loans to Students

Subhead (No. & title): (228) Student financial assistance

(102) Non-means-tested loan scheme

(103) Means-tested loan for post-secondary students

Programme: (1) Student Assistance SchemeControlling Officer: Head, Working Family and Student Financial Assistance Agency

(Mr Esmond LEE)

Director of Bureau: Secretary for EducationQuestion:

The Financial Assistance Scheme for Post-secondary Students (FASP) provides means-tested grants and/or loans to eligible full-time students pursuing locally-accredited, self-financing sub-degree or degree programmes. The Non-means-tested Loan Scheme for Post-secondary Students (NLSPS) provides non-means-tested loans to students pursuing programmes covered under FASP.

- (a) Please set out in the following table the amounts of assistance disbursed under the two schemes from the 2011/12 to 2016/17 academic years:

	Academic Year					
	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
FASP						
Total amount of assistance disbursed (\$ million)						
NLSPS						
Total amount of loan disbursed (\$ million)						

- (b) Please set out in the following table the total numbers of students receiving financial assistance under FASP and the respective numbers of students receiving different levels of financial assistance from the 2011/12 to 2016/17 academic years:

Academic Year	Total number of students receiving financial assistance under FASP	Level of financial assistance received (student number)					
		Below 15%	15%	25%	50%	75%	100%
2011/12							
2012/13							
2013/14							
2014/15							
2015/16							
2016/17							

Asked by: Hon LAU Kwok-fan (Member Question No. 18)

Reply:

- (a) The total amount of grant and loan disbursed under the FASP and the NLSPS in the 2011/12 to 2016/17 academic years are set out as follows:

	Academic Year					
	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17*
(A) FASP						
Total amount of grant and loan disbursed (\$ million)	1,228.47	1,492.37	1,418.15	1,306.52	1,286.20	895.81
(B) NLSPS						
Total amount of loan disbursed (\$ million)	554.53	589.86	650.55	708.04	792.14	632.95

* As at 31 January 2017

- (b) The number of students receiving grant under the FASP and respective number of students with different levels of grant after the income test are set out as follows:

		Academic Year					
		2011/12	2012/13	2013/14	2014/15	2015/16	2016/17*
Number of students receiving different levels of grant after income test [^]	100%	15 491	18 215	17 224	15 099	14 753	12 465
	75%	2 125	2 416	2 115	1 737	1 650	1 172
	50%	2 686	3 582	3 198	2 740	2 524	1 893
	25%	1 654	2 458	2 444	2 023	1 843	1 319
	15%	888	1 682	1 650	1 381	1 313	929
Total number of students receiving grant		22 844	28 353	26 631	22 980	22 083	17 778

[^] The levels of assistance of applicants were subject to discounting, if any, under the asset test.

* As at 31 January 2017

- End -

CONTROLLING OFFICER'S REPLY**EDB254****(Question Serial No. 3061)**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:

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 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. 42)Reply:

The estimated number of officers and the annual pay in the coming year for the posts listed in the question are tabulated below –

Post/Rank	Number#	Annual Salary^ (\$ million)
Head, WFSFAA	1	2.39
Deputy Controller	5	6.82
Assistant Controller	12	11.65
Senior Executive Officer	9	8.74
Principal Executive Officer	2	3.47
Chief Executive Officer	5	6.82
Executive Officer (including Executive Officer I and II)	133	77.01
Senior Clerical Officer	108	58.48
Senior Systems Manager	2	2.73
Systems Manager	3	2.91
Analyst/Programmer I	6	4.28
Analyst/Programmer II	10	4.72
Treasury Accountant	2	1.86
Accounting Officer (including Accounting Officer I and II)	3	1.61
Project Manager	*	N/A
Systems Analyst	*	N/A

It refers to the projected establishment of civil servants in 2017-18 as at 31.3.2018.

^ 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 2017-18 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 2017-18 and have therefore not earmarked any provision in the 2017-18 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

EDB255

(Question Serial No. 2194)

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:

It is stated under Matters Requiring Special Attention in 2017-18 that the Government will continue the concerted efforts to recover student loans in arrears. In this regard, would the Government please advise this Committee of the following –

1. Does the Student Finance Office (SFO) have any concrete figures showing the approximate amount of loans in arrears in the past 3 years?
2. What actions will be taken by the SFO to recover the outstanding loans?
3. What are the expenditure and manpower required?

Asked by: Hon LUK Chung-hung (Member Question No. 16)

Reply:

1. Cases with two or more consecutive overdue quarterly instalments / six or more consecutive overdue monthly instalments are regarded as default cases. The amounts in default in the 2014/15 to 2016/17 academic years (as at 31 January 2017)*, are as follows –

Amount in default (\$ million)	Academic Year		
	2014/15	2015/16	2016/17^
(A) Tertiary Student Finance Scheme – Publicly-funded Programmes	29.48	26.48	25.49
(B) Financial Assistance Scheme for Post-secondary Students	17.88	16.98	16.72
(C) Non-means-tested Loan Scheme for Full-time Tertiary Students	18.57	17.27	16.53
(D) Non-means-tested Loan Scheme for Post-secondary Students	53.57	51.79	49.94
(E) Extended Non-means-tested Loan Scheme	83.35	79.01	77.25
Total	202.85	191.53	185.93

* The amount in default is the total amount of arrears in the defaulted student loan accounts carried forward from previous academic years and arisen as at the end of the respective academic years.

^ As at 31 January 2017

- 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 2017/18 academic year, the estimated expenditure involved in recovering defaulted student loans is \$35 million. It is mainly for salaries provision for 108 staff (including civil servants and non-civil service contract staff of both the SFO and the DoJ) involved in the work.

- End -

CONTROLLING OFFICER'S REPLY

EDB256

(Question Serial No. 1447)

Head: (173) Working Family and Student Financial Assistance Agency

Subhead (No. & title): (228) Student financial assistance

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 Kindergarten and Child Care Centre Fee Remission Scheme (KCFRS), will the Government advise this Committee of:

1. the respective percentage of successful applications for fee remission and the One-off Grant for School-related Expenses for Kindergarten Students (one-off grant) out of the total number of applications received as it is noted that the estimated total number of applications under the Scheme and the one-off grant in the past year was over 33 000 and 50 000 respectively; and the reasons for unsuccessful application;
2. the average amount of school fees disbursed for each successful KCFRS application in the past year;
3. the maximum amount of grant for each successful one-off grant applicant in the past year.

Asked by: Hon MAK Mei-kuen, Alice (Member Question No. 9)

Reply:

1. As of 31 January 2017, the total number of applications for KCFRS from kindergarten (KG) students is about 47 000, of which about 38 000 cases (84% of the processed cases) have been approved while 1 600 cases are under processing. The grant for school-related expenses for KG students will be introduced as part of the new Free Quality KG education policy in the 2017/18 school year. To provide timely support for needy families, the Community Care Fund provides a one-off grant for school-related expenses to eligible KG students in the 2016/17 school year. As of 31 January 2017, about 38 000 KG students are provided with the one-off grant. Applicants who failed to provide complete supporting documents or pass the income test would not be granted with the fee remission and one-off grant.
2. Fee remission under the KCFRS is disbursed on a monthly basis. In the 2015/16 school year, the average amount of fee remission disbursed to each eligible student under KCFRS is around \$13,500. In the first six months of 2016/17 (up to 31 January 2017), the average amount of fee remission disbursed to each eligible student is around \$8,100.
3. The one-off grant is disbursed to eligible KG students via CCF in the 2016/17 school year. The full-grant rate for the one-off grant for each successful KG student is \$3,770.

- End -

CONTROLLING OFFICER'S REPLY

EDB257

(Question Serial No. 3112)

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 the respective number of students receiving grants and the respective number of them receiving full grants under the Tertiary Student Finance Scheme – Publicly-funded Programmes (TSFS) and the Financial Assistance Scheme for Post-secondary Students (FASP) in the past five academic years (2012/13 to 2016/17) by institution;
- (b) Please provide the respective number of students who successfully obtained loans from the Non-means-tested Loan Schemes (NLS) in the past five academic years (2012/13 to 2016/17) by institution; and
- (c) Please provide the average monthly repayment amounts of loan borrowers under TSFS, FASP and NLS in the past five academic years (2012/13 to 2016/17).

Asked by: Hon SHIU Ka-chun (Member Question No. 6)

Reply:

- (a) The number of students receiving grant and the number of students receiving full grant under the TSFS and FASP in different institutions in the 2012/13 to 2016/17 academic years are set out below.

(A) TSFS

Institution	Academic Years				
	2012/13	2013/14	2014/15	2015/16	2016/17*
(a) City University of Hong Kong					
Number of students receiving grant	3 890	3 529	3 307	3 004	2 604
Number of students receiving full grant	2 290	2 056	2 009	1 868	1 694
(b) Hong Kong Baptist University					
Number of students receiving grant	1 991	1 887	1 856	1 798	1 654
Number of students receiving full grant	1 205	1 133	1 128	1 120	1 058
(c) Hong Kong Institute of Vocational Education, Hong Kong Design Institute, Chinese Culinary Institute and International Culinary Institute, and Maritime Services Training Institute of the Vocational Training Council					
Number of students receiving grant	7 402	7 453	6 591	6 271	5 005
Number of students receiving full grant	4 553	4 604	4 297	4 203	3 685
(d) Hong Kong University of Science and Technology					
Number of students receiving grant	2 030	1 814	1 682	1 564	1 370
Number of students receiving full grant	1 141	1 013	991	963	860
(e) Lingnan University					
Number of students receiving grant	1 035	936	897	841	747
Number of students receiving full grant	660	590	558	537	486
(f) The Chinese University of Hong Kong					
Number of students receiving grant	3 948	3 779	3 642	3 440	2 891
Number of students receiving full grant	2 270	2 193	2 107	2 046	1 851

Institution	Academic Years				
	2012/13	2013/14	2014/15	2015/16	2016/17*
(g) The Education University of Hong Kong (formerly known as The Hong Kong Institute of Education)					
Number of students receiving grant	1 808	1 688	1 515	1 429	1 248
Number of students receiving full grant	1 073	998	949	937	831
(h) The Hong Kong Academy for Performing Arts					
Number of students receiving grant	125	147	146	139	127
Number of students receiving full grant	65	86	90	94	90
(i) The Hong Kong Polytechnic University					
Number of students receiving grant	5 354	5 042	4 790	4 396	3 793
Number of students receiving full grant	3 201	2 973	2 904	2 735	2 448
(j) The Prince Philip Dental Hospital					
Number of students receiving grant	9	8	9	8	10
Number of students receiving full grant	5	5	5	5	8
(k) The University of Hong Kong					
Number of students receiving grant	2 499	2 345	2 299	2 227	2 009
Number of students receiving full grant	1 479	1 372	1 380	1 361	1 276
Total					
Number of students receiving grant	30 091	28 628	26 734	25 117	21 458
Number of students receiving full grant	17 942	17 023	16 418	15 869	14 287

(B) FASP

Institution	Academic Year				
	2012/13	2013/14	2014/15	2015/16	2016/17*
(a) City University of Hong Kong/ Community College of City University/ School of Continuing and Professional Education					
Number of students receiving grant	2 769	2 930	2 550	2 043	1 617
Number of students receiving full grant	1 706	1 822	1 598	1 207	120
(b) Hong Kong Baptist University/ School of Continuing Education/ College of International Education					
Number of students receiving grant	1 739	1 562	1 337	1 415	1 161
Number of students receiving full grant	1 089	981	825	896	790
(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	4 546	4 075	3 542	3 144	2 475
Number of students receiving full grant	2 823	2 527	2 271	2 077	1 729
(d) Hong Kong University of Science and Technology					
Number of students receiving grant	1	7	2	7	1
Number of students receiving full grant	1	5	1	5	1
(e) Lingnan Institute of Further Education/ The Community College at Lingnan University					
Number of students receiving grant	1 874	1 611	395	305	242
Number of students receiving full grant	1 228	1 059	248	202	176
(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	1 434	1 037	828	687	518
Number of students receiving full grant	915	636	510	446	356
(g) The Education University of Hong Kong (formerly known as The Hong Kong Institute of Education)					
Number of students receiving grant	484	513	445	505	337
Number of students receiving full grant	304	308	279	331	229

Institution	Academic Year				
	2012/13	2013/14	2014/15	2015/16	2016/17*
(h) The Hong Kong Polytechnic University/ Hong Kong Community College/ School of Professional Education and Executive Development					
Number of students receiving grant	4 223	3 836	3 441	3 321	2 797
Number of students receiving full grant	2 314	2 150	2 095	2 070	1 223
(i) The University of Hong Kong/ HKU School of Professional and Continuing Education/ HKU SPACE Community College/ HKU SPACE Po Leung Kuk Stanley Ho Community College					
Number of students receiving grant	4 182	3 620	2 499	2 384	1 783
Number of students receiving full grant	2 538	2 240	1 610	1 531	1 224
(j) Caritas Bianchi College of Careers/ Caritas Institute of Community Education/ Caritas Institute of Higher Education					
Number of students receiving grant	430	383	408	449	423
Number of students receiving full grant	298	251	237	296	312
(k) Centennial College					
Number of students receiving grant	43	75	90	79	31
Number of students receiving full grant	31	51	63	48	19
(l) Chu Hai College of Higher Education					
Number of students receiving grant	634	569	563	485	261
Number of students receiving full grant	389	357	339	291	154
(m) Gratia Christian College					
Number of students receiving grant	0	0	0	9	13
Number of students receiving full grant	0	0	0	6	8
(n) Hang Seng Management College					
Number of students receiving grant	864	965	1 089	1 075	808
Number of students receiving full grant	506	584	653	645	517

Institution	Academic Year				
	2012/13	2013/14	2014/15	2015/16	2016/17*
(o) Hong Kong Art School					
Number of students receiving grant	34	44	38	30	10
Number of students receiving full grant	19	24	22	17	3
(p) Hong Kong College of Technology/ HKCT Institute of Higher Education					
Number of students receiving grant	268	245	184	169	118
Number of students receiving full grant	171	162	116	117	85
(q) Hong Kong Institute of Technology					
Number of students receiving grant	116	120	113	127	98
Number of students receiving full grant	82	76	75	90	69
(r) Hong Kong Nang Yan College of Higher Education					
Number of students receiving grant	5	6	12	17	15
Number of students receiving full grant	2	3	7	13	11
(s) Hong Kong Shue Yan University					
Number of students receiving grant	1 632	1 639	1 506	1 466	1 178
Number of students receiving full grant	907	941	859	883	758
(t) Kaplan Business and Accountancy School					
Number of students receiving grant	1	1	0	0	0
Number of students receiving full grant	0	0	0	0	0

Institution	Academic Year				
	2012/13	2013/14	2014/15	2015/16	2016/17*
(u) Sacred Heart Canossian College of Commerce					
Number of students receiving grant	52	25	0	0	0
Number of students receiving full grant	26	14	0	0	0
(v) Savannah College of Arts and Design, Inc.					
Number of students receiving grant	3	5	5	7	7
Number of students receiving full grant	3	4	4	4	4
(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					
Number of students receiving grant	269	258	260	247	217
Number of students receiving full grant	174	160	152	159	0
(x) School of Nursing, Hong Kong Baptist Hospital					
Number of students receiving grant	0	0	31	35	12
Number of students receiving full grant	0	0	13	20	8
(y) School of Nursing, Union Hospital					
Number of students receiving grant	0	0	27	39	8
Number of students receiving full grant	0	0	20	22	3
(z) St. Teresa's Hospital School of Nursing					
Number of students receiving grant	0	20	37	40	29
Number of students receiving full grant	0	8	24	29	0
(aa) The Open University of Hong Kong/ Li Ka Shing Institute of Professional and Continuing Education					
Number of students receiving grant	2 394	2 633	3 105	3 485	3 059
Number of students receiving full grant	1 459	1 601	1 843	2 118	277

Institution	Academic Year				
	2012/13	2013/14	2014/15	2015/16	2016/17*
(ab) Tung Wah College					
Number of students receiving grant	328	426	447	454	500
Number of students receiving full grant	194	247	280	288	0
(ac) Yew Chung Community College					
Number of students receiving grant	13	12	15	38	46
Number of students receiving full grant	11	6	13	28	31
(ad) YMCA College of Careers					
Number of students receiving grant	15	14	11	21	14
Number of students receiving full grant	10	10	5	13	11
Total					
Number of students receiving grant	28 353	26 631	22 980	22 083	17 778
Number of students receiving full grant	17 200	16 227	14 162	13 852	8 118

* As at 31 January 2017

- (b) The number of student loan borrowers in different institutions under the NLS in the 2012/13 to 2016/17 academic years are as follows –

(A) Non-means-tested Loan Scheme for Full-time Tertiary Students (NLSFT)

Institution	Academic Year				
	2012/13	2013/14	2014/15	2015/16	2016/17*
(a) City University of Hong Kong	1 236	1 374	1 607	1 781	1 670
(b) Hong Kong Baptist University	730	771	849	897	900
(c) Hong Kong Institute of Vocational Education, Hong Kong Design Institute, Chinese Culinary Institute and International Culinary Institute, and Maritime Services Training Institute of the Vocational Training Council	1 102	1 341	1 343	1 493	1 464
(d) Hong Kong University of Science and Technology	697	797	831	891	808
(e) Lingnan University	341	367	397	375	392
(f) The Chinese University of Hong Kong	1 246	1 364	1 532	1 588	1 623
(g) The Education University of Hong Kong (formerly known as The Hong Kong Institute of Education)	522	580	603	581	524
(h) The Hong Kong Academy for Performing Arts	105	113	116	116	110
(i) The Hong Kong Polytechnic University	1 389	1 501	1 703	1 830	1 800
(j) The Prince Philip Dental Hospital	7	3	4	4	5
(k) The University of Hong Kong	1 133	1 172	1 359	1 418	1 368
Total	8 508	9 383	10 344	10 974	10 664

(B) Non-means-tested Loan Scheme for Post-secondary Students (NLSPS)

Institution	Academic Year				
	2012/13	2013/14	2014/15	2015/16	2016/17*
(a) City University of Hong Kong/ Community College of City University/ School of Continuing and Professional Education	1 167	1 470	1 337	1 127	955
(b) Hong Kong Baptist University/ School of Continuing Education/ College of International Education	844	873	899	1 008	949
(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	1 311	1 383	1 570	1 674	1 554
(d) Hong Kong University of Science and Technology	1	1	3	6	0
(e) Lingnan Institute of Further Education/ The Community College at Lingnan University	672	555	224	152	155
(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	610	415	392	405	344
(g) The Education University of Hong Kong (formerly known as The Hong Kong Institute of Education)	303	363	347	416	272
(h) The Hong Kong Polytechnic University/ Hong Kong Community College/ School of Professional Education and Executive Development	1 675	1 711	1 687	1 817	1 804
(i) The University of Hong Kong/ HKU School of Professional and Continuing Education / HKU SPACE Community College/ HKU SPACE Po Leung Kuk Stanley Ho Community College	1 562	1 412	1 174	1 292	1 197
(j) Caritas Bianchi College of Careers/ Caritas Institute of Community Education/ Caritas Institute of Higher Education	173	173	239	350	364
(k) Centennial College	45	72	93	89	49
(l) Chu Hai College of Higher Education	333	343	343	342	195
(m) Gratia Christian College	0	0	0	7	9
(n) Hang Seng Management College	621	700	897	1 024	929
(o) Hong Kong Art School	31	40	42	35	16
(p) Hong Kong College of Technology/ HKCT Institute of Higher Education	125	149	101	66	48

Institution	Academic Year				
	2012/13	2013/14	2014/15	2015/16	2016/17*
(q) Hong Kong Institute of Technology	30	31	50	63	49
(r) Hong Kong Nang Yan College of Higher Education	0	4	7	9	6
(s) Hong Kong Shue Yan University	597	626	733	792	692
(t) Kaplan Business and Accountancy School	3	5	0	0	0
(u) Sacred Heart Canossian College of Commerce	24	7	0	0	0
(v) Savannah College of Arts and Design, Inc.	47	67	59	53	50
(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	83	100	114	121	125
(x) School of Nursing, Hong Kong Baptist Hospital	0	0	7	25	3
(y) School of Nursing, Union Hospital	0	0	11	23	9
(z) St. Teresa's Hospital School of Nursing	0	14	24	26	21
(aa) The Open University of Hong Kong/ Li Ka Shing Institute of Professional and Continuing Education	910	1 053	1 363	1 736	1 705
(ab) Tung Wah College	388	545	619	595	579
(ac) Yew Chung Community College	9	15	16	42	51
(ad) YMCA College of Careers	8	13	8	12	15
Total	11 572	12 140	12 359	13 307	12 145

* As at 31 January 2017

(C) Extended Non-means-tested Loan Scheme (ENLS) @

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 2016/17 academic years are as follows –

Category of Eligible Courses	Academic Year				
	2012/13	2013/14	2014/15	2015/16	2016/17*
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	3 077	2 276
Category 2 – Courses under Diploma Yi Jin	1 110	925	872	870	887
Category 3 – Courses covered by the Financial Assistance Scheme for Designated Evening Adult Education Courses	1	4	1	1	0
Category 4 – Training or development courses provided or funded by local statutory bodies	8	5	2	7	2
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	2 405	1 675
Total	7 713	7 285	6 728	6 360	4 840

* As at 31 January 2017

@ 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 Government completed a review of the NLS 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 figures under Category 1 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.

- (c) As regards the information on the average monthly repayment amount of student loan borrowers, 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 2012/13 to 2015/16 academic years, the average monthly repayment amount are as follows –

Average monthly loan repayment amount ^{Note} (\$)	Academic Year			
	2012/13	2013/14	2014/15	2015/16
(A) TSFS	332	360	357	357
(B) FASP	314	320	333	327
(C) NLSFT	466	470	448	475
(D) NLSPS	661	621	564	654
(E) ENLS	366	418	400	419

^{Note} The figures are worked out 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.

Information on loan repayment of student loan borrowers who commenced loan repayment in the 2016/17 academic year is not yet available.

- End -

CONTROLLING OFFICER'S REPLY**EDB258****(Question Serial No. 0113)**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) Regarding the implementation of the 20%-out policy by UGC, what are the timetable, the progress and the expenditures involved? 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: Hon CHAN Tanya (Member Question No. 57)Reply:

(a) and (b)

The “4%-in-16%-out” policy was implemented from the 2008/09 to the 2015/16 academic years. Starting from the 2016/17 academic year, this policy has been replaced by the “20%-out” policy, under which all new non-local students in sub-degree, undergraduate and taught postgraduate programmes funded by the University Grants Committee (UGC) should be admitted through over-enrollment outside the approved UGC-funded student number targets, capped at a level equivalent to the 20% of the approved UGC-funded student number targets for these programmes, by study level. The additional work involved is absorbed by the existing staff of the UGC Secretariat.

The numbers of local and non-local students admitted to UGC-funded first-year first-degree (FYFD) programmes by university and broad academic programme category from the 2012/13 to 2016/17 academic years are at Annex.

- (c) 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 45% of our young people in the relevant cohort now have access to degree-level education. Including sub-degree education, over 70% of them have access to post-secondary education. In 2016/17, there are sufficient publicly-funded and self-financing first-year-first-degree (FYFD) places for all Secondary 6 students who meet the minimum entrance requirements for undergraduate programme admission.

Looking ahead, we expect a continuous drop in the population of the relevant age cohort proceeding to post-secondary education until 2022. The number of secondary school graduates will drop from about 57 000 in 2016 to 43 000 in 2022. Meanwhile, 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, e.g. progressively increasing the number of UGC-funded senior year undergraduate intake places, so that 5 000 meritorious sub-degree graduates will be able to articulate to subsidised degree programmes each year by the 2018/19 academic year. In light of the above, the Government does not see a genuine need to change the number of UGC-funded FYFD places to be offered in the coming years and have maintained it 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 University and Broad Academic Programme Category, 2012/13 to 2016/17 Academic Years

Academic Year	University	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
	EdUHK	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

Academic Year	University	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	352	28	379
		Education	96	9	105
	Sub-total		2 598	554	3 152
All Universities (Total)			14 307	2 006	16 313

Academic Year	University	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	3 484
	EdUHK	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 Universities (Total)			14 662	2 098	16 760

Academic Year	University	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	
	EdUHK	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 Universities (Total)			14 643	2 446	17 089

Academic Year	University	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
	EdUHK	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 Universities (Total)			14 749	2 560	17 309

Academic Year	University	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	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	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	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
	EdUHK	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	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	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 Universities (Total)			14 848	2 562	17 410

Academic Year	University	Broad Academic Programme Category	Local student (in full-time-equivalent)	Non-local student (in full-time-equivalent)	Total (in full-time-equivalent)
2016/17#	CityU	Medicine, Dentistry and Health	36	4	40
		Sciences	467	80	547
		Engineering and Technology	431	78	509
		Business and Management	673	116	789
		Social Sciences	329	49	379
		Arts and Humanities	216	41	257
	Sub-total		2 152	368	2 520
	HKBU	Medicine, Dentistry and Health	50	9	59
		Sciences	171	47	218
		Business and Management	205	44	249
		Social Sciences	345	57	402
		Arts and Humanities	304	24	327
		Education	107	-	107
	Sub-total		1 182	180	1 362
	LU	Business and Management	171	4	175
		Social Sciences	120	3	123
		Arts and Humanities	229	6	235
	Sub-total		520	13	533
	CUHK	Medicine, Dentistry and Health	579	12	591
		Sciences	616	100	716
		Engineering and Technology	423	94	517
		Business and Management	529	232	761
		Social Sciences	582	96	678
		Arts and Humanities	451	33	484
		Education	56	-	56
	Sub-total		3 236	567	3 803
	EdUHK	Sciences	77	9	86
		Business and Management	15	1	16
		Social Sciences	64	14	78
		Arts and Humanities	275	43	318
		Education	188	26	214
	Sub-total		619	93	712
	PolyU	Medicine, Dentistry and Health	667	4	671
		Sciences	263	73	335
		Engineering and Technology	638	144	781
		Business and Management	510	241	751
		Social Sciences	69	2	71
		Arts and Humanities	204	31	235
	Sub-total		2 350	494	2 844
	HKUST	Sciences	650	127	777
		Engineering and Technology	590	100	689
		Business and Management	567	119	686
		Social Sciences	125	29	154
		Arts and Humanities	25	5	30
	Sub-total		1 956	380	2 336
	HKU	Medicine, Dentistry and Health	630	17	647
		Sciences	391	134	524
		Engineering and Technology	667	197	864
		Business and Management	276	139	415
		Social Sciences	603	167	770
		Arts and Humanities	389	31	420
		Education	73	3	76
	Sub-total		3 029	687	3 716
	All Universities (Total)		15 044	2 782	17 826

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
EdUHK	The Education University of Hong Kong
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

EDB259

(Question Serial No. 0115)

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 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. 2012/13, 2013/14, 2014/15, 2015/16 and 2016/17.
 - Approved student number target of University Grants Committee (UGC)-funded first-year first-degree (FYFD) programmes
- a) Joint University Programmes Admissions System (JUPAS):
 - No. of candidates sitting the HKAL/HKDSE examinations
 - No. of candidates meeting the general entrance requirements of UGC-funded FYFD programmes
 - No. of candidates meeting the general entrance requirements but were not admitted to UGC-funded FYFD programmes through JUPAS
- b) Non-JUPAS:
 - No. of applications for UGC-funded FYFD programmes from local students
 - No. of local students admitted
- 2) What are the respective numbers of private candidates sitting the HKAL and HKDSE examinations in each of the past 5 years, i.e. 2012/13, 2013/14, 2014/15, 2015/16 and 2016/17?

Asked by: Hon CHAN Tanya (Member Question No. 58)

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 were not admitted to 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 2012/13 to 2016/17 academic years are set out at the [Annex](#).

Student admission is within the autonomy of the universities. Each university 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 universities 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 be admitted to the UGC-funded FYFD places through JUPAS due to a variety of reasons. For instance, students may 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 2016/17 academic year, in addition to the UGC-funded places, the Hong Kong Academy for Performing Arts offered 170 publicly-funded undergraduate intake places. The self-financing sector also offered some 9 260 intake places in full-time locally-accredited self-financing undergraduate programmes in the 2016/17 academic year. According to the 2016 Secondary 6 Students' Pathway Survey conducted by the Education Bureau in October to December 2016, about 9% of the Secondary 6 graduates who responded to the survey (or some 4 900 graduates out of a total of some 54 100 graduates of the 2015/16 school year who responded) have chosen to pursue further studies outside Hong Kong.

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 45% of our young people in the relevant cohort now have access to degree-level education. Including sub-degree education, over 70% of them have access to post-secondary education. In 2016/17, there are sufficient publicly-funded and self-financing FYFD places for all Secondary 6 students who meet the minimum entrance requirements for undergraduate programme admission.

Looking ahead, we expect a continuous drop in the population of the relevant age cohort proceeding to post-secondary education until 2022. The number of secondary school graduates will drop from about 57 000 in 2016 to 43 000 in 2022. Meanwhile, 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, e.g. progressively increasing the number of UGC-funded senior year undergraduate intake places, so that 5 000 meritorious sub-degree graduates will be able to articulate to subsidised degree programmes each year by the 2018/19 academic year.

Admission of local students to UGC-funded first-year first-degree (FYFD) places through JUPAS and non-JUPAS routes from the 2012/13 to 2016/17 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								
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
2016/17	15 000	66 874 (9 975)	24 557 (824)	36.7% (8.3%)	12 084	18.1%	40 021	2 573 ⁽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 universities 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 universities 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.
- (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 universities. Each individual local student can only submit one application to each university to apply for several programmes (except for EdUHK which requires applicants to submit multiple applications if they wish to apply for several programmes). However, one applicant may apply to more than one university, 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 universities 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

EDB260

(Question Serial No. 0117)

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 5 years;
- b) the meeting attendance rates of respective members of the Research Grants Council (RGC) and its sub-committees in the past 5 years;
- c) the meeting attendance rates of respective members of the Quality Assurance Council (QAC) and its audit panels in the past 5 years; and
- d) the follow-up actions and changes in system to be made by the UGC in 2017/18 in response to the issues and recommendations regarding the UGC as raised in Report No. 67 of the Director of Audit. What will be the expenditure involved?

Asked by: Hon CHAN Tanya (Member Question No. 59)

Reply:

- a) The attendance rates of current members of the University Grants Committee (UGC) at the meetings of the UGC, its sub-committees and groups from 1 January 2012 to 31 December 2016 are at **Annex A**.
- b) The attendance rates of current members of the Research Grants Council (RGC) at the meetings of the RGC, its committees and panels from 1 January 2012 to 31 December 2016 are at Annex B.
- c) The attendance rates of current members of the Quality Assurance Council (QAC) at the meetings of the QAC from 1 January 2012 to 31 December 2016 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.

- d) The UGC broadly accepts the recommendations put forward in the Audit Report and the PAC Report on funding of universities by UGC. Indeed, the UGC Secretariat had provided responses to each of the Audit's recommendations in the Audit Report and has been taking appropriate follow-up actions for continuous improvement in the various areas of the work of the UGC. The Secretariat also noted PAC's particular concerns on the areas of management of conflict of interest and internationalization of universities. On management of conflict of interest, the UGC Secretariat has reviewed the system for

the management of Register of Interests forms submitted by members; and have set up a central database on the submission of Register of Interests forms. A bring-up mechanism has also been put in place to closely monitor the progress of submission from members. On internationalisation of UGC-funded universities, the UGC has all along been encouraging, and will continue to encourage, universities to internationalise in ways that fit their own institutional context. The UGC Secretariat has been working on a comprehensive response to the PAC for inclusion in the Government Minute which will be tabled at the LegCo meeting in May 2017.

The Secretariat will deploy in-house resources to oversee the necessary follow-up work; and the related expenditure will be subsumed under the existing provision of the UGC.

**Current UGC Members' attendance at the meetings of the UGC,
its sub-committees and groups**
(from 1 January 2012 to 31 December 2016)

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	11	11	100%
<u>Members</u>			
The Hon Cheung Chi-kong	24	20	83%
Professor Adrian Dixon*	23	19	83%
Sir David Eastwood*	56	53	95%
Professor Horace Ip	11	10	91%
Dr Kam Pok-man	28	28	100%
Mr Kwok Wing-keung	7	7	100%
Professor Gabriel Leung	31	28	90%
Dr Michael Mak Hoi-hung	22	22	100%
Dr Kim Mak Kin-wah	3	3	100%
Professor Joshua Mok Ka-ho	7	7	100%
Sir Howard Newby*	11	11	100%
Professor Richard Saller*	7	6	86%
Professor Wei Shyy	22	20	91%
Dr Michael Spence*	2	1	50%
Professor Angelina Yuen	25	22	88%
Professor Zhang Jie*	12	8	67%
<u>Ex-officio Members</u>			
Mr Lincoln Leong Kwok-kuen	8	8	100%
Mr Tim Lui Tim-leung	53	50	94%
Professor Benjamin W Wah	53	51	96%

* 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

**Current RGC Members' attendance at the meetings
of the RGC, its committees and panels
(from 1 January 2012 to 31 December 2016)**

Name	Total number of meetings of the RGC, committees and panels to which he/she is a member [^]	Number of meetings attended	Attendance rate
<u>Chairman</u>			
Professor Benjamin W Wah	35	34	97%
<u>Members</u>			
Professor Peter Baehr	9	8	89%
Professor Louis KC Chan*	40	39	98%
Professor Jiun-shyan Chen*	5	5	100%
Professor Winnie Cheng	1	1	100%
Professor Roy Chi-ping Chung	1	1	100%
Professor Yip-wah Chung*	41	41	100%
Professor Paul Clark*	14	13	93%
Professor Michael P Doyle*	3	3	100%
Professor Zhi-gang He*	3	3	100%
Professor Joanna Ho*	20	20	100%
Professor Ronnie Hsia*	33	32	97%
Professor Chun Hui	5	4	80%
Dr York Liao	1	1	100%
Professor Jian Lu	2	2	100%
Professor Helen Mei-ling Meng	5	5	100%
Professor Andy Parker*	12	12	100%
Professor Jay Siegel*	10	6	60%
Professor Geoffrey L Smith*	6	6	100%
Professor Billy Kee-long So	1	1	100%
Professor Richard Strugnell*	1	1	100%
Professor Kar-yan Tam	5	4	80%
Professor Nora Fung-yee Tam	1	1	100%
Professor Paul KH Tam	10	10	100%
Dr Franklin Fuk-kay Tong	3	1	33%
Professor Alexander Ping-kong Wai	1	1	100%
Professor Edward Sze-shing Yeung*	23	23	100%
<u>Ex-officio Member</u>			
Professor On-ching Yue	10	9	90%

* Non-local Members

[^] This number may vary for each member depending on the respective date of appointment to RGC and the committees/panels concerned

Current QAC Members' attendance at the meetings of the QAC
(from 1 January 2012 to 31 December 2016)

Name	Total number of meetings of the QAC [^]	Number of meetings attended	Attendance rate
<u>Chairman</u>			
Mr Lincoln Leong Kwok-kuen	8	8	100%
<u>Members</u>			
Professor Adrian Dixon*	8	8	100%
Mr Lincoln Leong Kwok-kuen	2	2	100%
Dr Kim Mak Kin-wah	2	2	100%
Professor Pong Ting-chuen	2	2	100%
Mr Paul Shieh Wing-tai	8	2	25%
Professor Jan Thomas*	1	1	100%
Professor Amy Tsui Bik-may	11	8	73%
Dr Don Westerheijden*	1	1	100%
<u>Ex-officio Member</u>			
Dr Richard Armour, Secretary-General, UGC	15	15	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**EDB261****(Question Serial No. 2286)**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 advise this Committee of the following:

- (1) the reasons for the sharp decrease in the estimated number of the first-year-first-degree (FYFD) places by 2 826, or around 15.9%, compared with last year as stated under the Programme;
- (2) the ratio of FYFD places funded by the University Grants Committee (UGC) to the number of secondary school graduates in the respective years for the past 5 years (set out in table form by year);
- (3) the number and percentage of candidates of the Hong Kong Diploma of Secondary Education Examination or the Hong Kong Advanced Level Examination meeting the minimum requirements for university admission for the past 5 years (set out in table form by year);
- (4) further to parts (2) and (3) above, the reasons that the number of candidates meeting the minimum admission requirements is far more than candidates admitted to UGC-funded FYFD programmes each year, and the criteria for setting this ratio;
- (5) further to part (4) above, whether the UGC has reviewed the factors contributing to this ratio in the past 3 years; if yes, the relevant findings and conclusion;
- (6) whether the UGC will consider increasing this ratio so that more students meeting the minimum admission requirements can have access to UGC-funded undergraduate programmes in the future; if no, the reasons for that.

Asked by: Hon CHU Hoi-dick (Member Question No. 30)Reply:

- (1) The University Grants Committee (UGC)-funded universities may over-enroll students to their UGC-funded programmes on the understanding that no extra resources are provided by the UGC. In accordance with the Notes on Procedures of the UGC, over-enrollment across the whole university not exceeding 4% for local students is permitted. As regards non-local students, in accordance with Government's policy, the UGC-funded universities 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. Starting from the 2016/17 academic year, 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. Over the years, universities have been exercising this flexibility in over-enrollment in their UGC-funded sub-degree, undergraduate and taught postgraduate programmes.

As a result of over-enrollment, the revised estimate of the actual number of students enrolled in UGC-funded programmes at the first-year-first-degree (FYFD) level in the 2016/17 academic year was 17 826 (including both local and non-local students), while the approved student number in the 2017/18 academic year for FYFD places was 15 000. The actual number of students in the 2017/18 academic year is likely to continue to exceed the approved student number target.

- (2) The approved student number targets of UGC-funded FYFD places and the number of secondary school graduates in the respective years are set out in **Annex A**.
- (3) The number and percentage of candidates of the Hong Kong Diploma of Secondary Education Examination or the Hong Kong Advanced Level Examination meeting the general entrance requirements of UGC-funded FYFD programmes for the past five years is given in **Annex B**.

(4) to (6)

Student admission is within the autonomy of the UGC-funded universities. Each university has its own merit-based admission policy in assessing the applications of local students. In addition to the general entrance requirements, individual universities 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.

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 45% of our young people in the relevant cohort now have access to degree-level education. Including sub-degree education, over 70% of them have access to post-secondary education. In 2016/17, there are sufficient publicly-funded and self-financing first-year-first-degree (FYFD) places for all Secondary 6 students who meet the minimum entrance requirements for undergraduate programme admission.

Looking ahead, we expect a continuous drop in the population of the relevant age cohort proceeding to post-secondary education until 2022. The number of secondary school graduates will drop from about 57 000 in 2016 to 43 000 in 2022. Meanwhile, 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, e.g. progressively increasing the number of University Grants Committee (UGC)-funded senior year undergraduate intake places, so that 5 000 meritorious sub-degree graduates will be able to articulate to subsidised degree programmes each year by the 2018/19 academic year. In light of the above, the Government does not see a genuine need to change the number of UGC-funded FYFD places to be offered in the coming years and have maintained it at 15 000 per annum during the 2016/17 to 2018/19 triennium.

Planning for the 2019/20 to 2021/22 triennium will commence later this year to tie in with the academic planning cycle of the UGC-funded universities. During the planning stage, the Government and the UGC will decide on, among other things, the number of UGC-funded FYFD places to be offered in the next triennium.

Approved student number targets of UGC-funded FYFD programmes and number of secondary school graduates from the 2012/13 to 2016/17 academic years

Admission year of UGC-funded FYFD programmes/ graduation year from secondary school	(a) Approved student number targets of UGC-funded FYFD programmes	(b) Number of secondary school graduates	(a) ÷ (b)
2012 ⁽¹⁾	15 000	70 800	21.2%
2013	15 000	71 000	21.1%
2014	15 000	66 800	22.5%
2015	15 000	62 700	23.9%
2016	15 000	57 000	26.3%

Note:

- (1) Figures include only approved student number targets of UGC-funded FYFD programmes and Senior Secondary 3 graduates under the New Academic Structure.

Admission of local students to UGC-funded first-year first-degree (FYFD) places through JUPAS and non-JUPAS routes from the 2012/13 to 2016/17 academic years

Academic Year	Approved Student Number Target of UGC-funded FYFD Places	Joint University Programmes Admissions System (JUPAS)		
		No. of Candidates Sitting for the HKAL/ HKDSE Examinations in the Relevant Year ⁽¹⁾	No. of Candidates Meeting the General Entrance Requirements of the UGC-funded FYFD Programmes ⁽¹⁾	
			No.	% ⁽²⁾
2012/13	15 000	40 515 (8 887)	18 820 (454)	46.5% (5.1%)
2012/13	15 000	72 620 (1 141)	26 636 (42)	36.7% (3.7%)
2013/14	15 000	81 355 (10 450)	28 451 (1 256)	35.0% (12.0%)
2014/15	15 000	78 400 (12 048)	27 971 (1 532)	35.7% (12.7%)
2015/16	15 000	72 859 (10 878)	25 782 (1 159)	35.4% (10.7%)
2016/17 ⁽³⁾	15 000	66 874 (9 975)	24 557 (824)	36.7% (8.3%)

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 universities 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) Provisional figures.

- End -

CONTROLLING OFFICER'S REPLY

EDB262

(Question Serial No. 2287)

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 percentage of non-local students, please advise this Committee of:

- (1) the respective numbers and percentages of local students and non-local students pursuing sub-degree programmes funded by the University Grants Committee (UGC) in the past 5 academic years;
- (2) the respective numbers and percentages of local students and non-local students pursuing UGC-funded undergraduate programmes in the past 5 academic years;
- (3) the respective numbers and percentages of local students and non-local students pursuing UGC-funded taught postgraduate programmes in the past 5 academic years; and
- (4) the respective numbers and percentages of local students and non-local students pursuing UGC-funded research postgraduate programmes in the past 5 academic years.

Asked by: Hon CHU Hoi-dick (Member Question No. 31)

Reply:

(1) – (4)

The numbers and percentages of local students and non-local students of UGC-funded programmes by level of study for the 2012/13 to 2016/17 academic years are at the Annex.

**Number and Percentage of Local and Non-local Students of UGC-funded Programmes
by Level of Study, 2012/13 to 2016/17 Academic Years**

(Headcount)

Level of Study	Academic Year	Local Students		Non-local Students		Total
Sub-degree	2012/13	6 502	100.0%	1	*	6 503
	2013/14	5 975	100.0%	-	-	5 975
	2014/15	5 402	100.0%	2	*	5 404
	2015/16	5 393	100.0%	1	*	5 394
	2016/17 (provisional)	4 940	100.0%	1	*	4 941
Undergraduate	2012/13	67 952	89.0%	8 399	11.0%	76 351
	2013/14	69 277	88.6%	8 942	11.4%	78 219
	2014/15	71 540	88.4%	9 374	11.6%	80 914
	2015/16	72 934	88.2%	9 723	11.8%	82 657
	2016/17 (provisional)	73 577	87.7%	10 361	12.3%	83 938
Taught Postgraduate	2012/13	3 627	97.5%	94	2.5%	3 721
	2013/14	3 316	96.8%	111	3.2%	3 427
	2014/15	3 380	97.3%	95	2.7%	3 475
	2015/16	3 346	97.8%	75	2.2%	3 421
	2016/17 (provisional)	3 149	98.0%	63	2.0%	3 212
Research Postgraduate	2012/13	1 652	24.2%	5 166	75.8%	6 819
	2013/14	1 557	22.2%	5 457	77.8%	7 014
	2014/15	1 437	20.2%	5 680	79.8%	7 118
	2015/16	1 442	19.6%	5 928	80.4%	7 370
	2016/17 (provisional)	1 519	20.1%	6 049	79.9%	7 567

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 universities admitted two cohorts of undergraduate students under the old and new academic structures in the 2012/13 academic year.
3. Research postgraduate (RPg) figures include only students funded by UGC within their normal study periods.
4. '-' denotes 'nil'.
5. '*' denotes less than 0.05%.
6. Figures may not add up to the corresponding totals owing to rounding. If RPg students are financed by universities 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.

- End -

CONTROLLING OFFICER'S REPLY**EDB263****(Question Serial No. 2289)**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 percentage of non-local students, please advise this Committee of the following in table form:

- (1) the respective numbers and percentages of local students and non-local students pursuing sub-degree programmes funded by the University Grants Committee (UGC) in the past 5 academic years by year, institution, place of origin, mode of study and programme;
- (2) the respective numbers and percentages of local students and non-local students pursuing UGC-funded undergraduate programmes in the past 5 academic years by year, institution, place of origin, mode of study and programme;
- (3) the respective numbers and percentages of local students and non-local students pursuing taught postgraduate programmes in the past 5 academic years by year, institution, place of origin, mode of study and programme; and
- (4) the respective numbers and percentages of local students and non-local students pursuing UGC-funded research postgraduate programmes in the past 5 academic years by year, institution, place of origin, mode of study and programme.

Asked by: Hon CHU Hoi-dick (Member Question No. 32)Reply:

- (1) The numbers and percentages of local students and non-local students of University Grants Committee (UGC)-funded sub-degree programmes by university, mode of study, broad academic programme category and place of origin (for non-local students only) for 2012/13 to 2016/17 academic years is given in **Annex A**.
- (2) The numbers and percentages of local students and non-local students of UGC-funded undergraduate programmes by university, mode of study, broad academic programme category and place of origin (for non-local students only) for 2012/13 to 2016/17 academic years is given in **Annex B**.
- (3) The numbers and percentages of local students and non-local students of UGC-funded taught postgraduate programmes by university, mode of study, broad academic programme category and place of origin (for non-local students only) for 2012/13 to 2016/17 academic years is given in **Annex C**.
- (4) The numbers and percentages of local students and non-local students of UGC-funded research postgraduate programmes by university, mode of study, broad academic programme category and place of origin (for non-local students only) for 2012/13 to 2016/17 academic years is given in **Annex D**.

**Number of Local Students and Non-local Students of UGC-funded Sub-degree Programmes by University, Mode of Study,
Broad Academic Programme Category and Place of Origin, 2012/13 to 2016/17 Academic Years**

(Headcount)

Academic Year	University	Mode of Study	Broad Academic Programme Category	Place of Origin										
				Local Students		Non-local Students								Total
						The Mainland of China		Other Places in Asia		The Rest of the World		Overall Sub-total		
2012/13	CityU	Full-time	Engineering and Technology	968	100.0%	-	-	-	-	-	-	-	-	968
			Social Sciences	48	100.0%	-	-	-	-	-	-	-	-	48
			Arts and Humanities	36	100.0%	-	-	-	-	-	-	-	-	36
		Overall Sub-total		1 052	100.0%	-	-	-	-	-	-	-	-	1 052
		Overall Sub-total		1 052	100.0%	-	-	-	-	-	-	-	-	1 052
	EdUHK	Full-time	Sciences	15	100.0%	-	-	-	-	-	-	-	-	15
			Social Sciences	2	100.0%	-	-	-	-	-	-	-	-	2
			Arts and Humanities	45	100.0%	-	-	-	-	-	-	-	-	45
			Education	452	100.0%	-	-	-	-	-	-	-	-	452
		Overall Sub-total		515	100.0%	-	-	-	-	-	-	-	-	515
		Part-time	Sciences	197	100.0%	-	-	-	-	-	-	-	-	197
			Social Sciences	10	100.0%	-	-	-	-	-	-	-	-	10
			Arts and Humanities	215	100.0%	-	-	-	-	-	-	-	-	215
			Education	802	100.0%	-	-	-	-	-	-	-	-	802
		Overall Sub-total		1 225	100.0%	-	-	-	-	-	-	-	-	1 225
	Overall Sub-total		1 740	100.0%	-	-	-	-	-	-	-	-	1 740	
	PolyU	Full-time	Medicine, Dentistry and Health	489	100.0%	-	-	-	-	-	-	-	-	489
			Sciences	287	100.0%	-	-	-	-	-	-	-	-	287
			Engineering and Technology	1 542	100.0%	-	-	-	-	-	-	-	-	1 542
			Business and Management	629	99.8%	-	-	1	0.2%	-	-	1	0.2%	630
			Social Sciences	99	100.0%	-	-	-	-	-	-	-	-	99
			Arts and Humanities	313	100.0%	-	-	-	-	-	-	-	-	313
		Overall Sub-total		3 359	100.0%	-	-	1	*	-	-	1	*	3 360
		Part-time	Engineering and Technology	224	100.0%	-	-	-	-	-	-	-	-	224
			Business and Management	125	100.0%	-	-	-	-	-	-	-	-	125
			Social Sciences	2	100.0%	-	-	-	-	-	-	-	-	2
		Overall Sub-total		351	100.0%	-	-	-	-	-	-	-	-	351

Academic Year	University	Mode of Study	Broad Academic Programme Category	Place of Origin										
				Local Students		Non-local Students							Total	
						The Mainland of China		Other Places in Asia		The Rest of the World		Overall Sub-total		
	Overall Sub-total			3 710	100.0%	-	-	1	*	-	-	1	*	3 711
Total				6 502	100.0%	-	-	1	*	-	-	1	*	6 503
2013/14	CityU	Full-time	Engineering and Technology	914	100.0%	-	-	-	-	-	-	-	-	914
			Arts and Humanities	2	100.0%	-	-	-	-	-	-	-	-	2
		Overall Sub-total		916	100.0%	-	-	-	-	-	-	-	-	916
	Overall Sub-total			916	100.0%	-	-	-	-	-	-	-	-	916
	EdUHK	Full-time	Sciences	16	100.0%	-	-	-	-	-	-	-	-	16
			Social Sciences	4	100.0%	-	-	-	-	-	-	-	-	4
			Arts and Humanities	31	100.0%	-	-	-	-	-	-	-	-	31
			Education	484	100.0%	-	-	-	-	-	-	-	-	484
		Overall Sub-total		534	100.0%	-	-	-	-	-	-	-	-	534
		Part-time	Sciences	198	100.0%	-	-	-	-	-	-	-	-	198
			Social Sciences	8	100.0%	-	-	-	-	-	-	-	-	8
			Arts and Humanities	168	100.0%	-	-	-	-	-	-	-	-	168
			Education	800	100.0%	-	-	-	-	-	-	-	-	800
		Overall Sub-total		1 174	100.0%	-	-	-	-	-	-	-	-	1 174
	Overall Sub-total			1 708	100.0%	-	-	-	-	-	-	-	-	1 708
	PolyU	Full-time	Medicine, Dentistry and Health	319	100.0%	-	-	-	-	-	-	-	-	319
			Sciences	311	100.0%	-	-	-	-	-	-	-	-	311
			Engineering and Technology	1 526	100.0%	-	-	-	-	-	-	-	-	1 526
			Business and Management	585	100.0%	-	-	-	-	-	-	-	-	585
			Social Sciences	106	100.0%	-	-	-	-	-	-	-	-	106
			Arts and Humanities	290	100.0%	-	-	-	-	-	-	-	-	290
		Overall Sub-total		3 137	100.0%	-	-	-	-	-	-	-	-	3 137
		Part-time	Engineering and Technology	142	100.0%	-	-	-	-	-	-	-	-	142
			Business and Management	72	100.0%	-	-	-	-	-	-	-	-	72
	Overall Sub-total		214	100.0%	-	-	-	-	-	-	-	-	214	
	Overall Sub-total			3 351	100.0%	-	-	-	-	-	-	-	-	3 351
Total				5 975	100.0%	-	-	-	-	-	-	-	-	5 975
2014/15	CityU	Full-time	Engineering and Technology	903	100.0%	-	-	-	-	-	-	-	-	903
		Overall Sub-total			903	100.0%	-	-	-	-	-	-	-	903
	Overall Sub-total			903	100.0%	-	-	-	-	-	-	-	-	903

Academic Year	University	Mode of Study	Broad Academic Programme Category	Place of Origin											
				Local Students		Non-local Students								Total	
						The Mainland of China		Other Places in Asia		The Rest of the World		Overall Sub-total			
	EdUHK	Full-time	Sciences	22	100.0%	-	-	-	-	-	-	-	-	22	
			Education	472	100.0%	-	-	-	-	-	-	-	-	472	
		Overall Sub-total		494	100.0%	-	-	-	-	-	-	-	-	494	
		Part-time	Sciences	178	100.0%	-	-	-	-	-	-	-	-	-	178
			Social Sciences	14	100.0%	-	-	-	-	-	-	-	-	-	14
			Arts and Humanities	257	100.0%	-	-	-	-	-	-	-	-	-	257
			Education	859	100.0%	-	-	-	-	-	-	-	-	-	859
		Overall Sub-total		1 307	100.0%	-	-	-	-	-	-	-	-	-	1 307
	Overall Sub-total		1 801	100.0%	-	-	-	-	-	-	-	-	-	1 801	
	PolyU	Full-time	Medicine, Dentistry and Health	153	100.0%	-	-	-	-	-	-	-	-	-	153
			Sciences	288	100.0%	-	-	-	-	-	-	-	-	-	288
			Engineering and Technology	1 399	100.0%	1	*	-	-	-	-	1	*	1 400	
			Business and Management	462	99.9%	0	0.1%	-	-	-	-	0	0.1%	462	
			Social Sciences	47	100.0%	-	-	-	-	-	-	-	-	-	47
			Arts and Humanities	247	99.6%	1	0.4%	-	-	-	-	1	0.4%	248	
		Overall Sub-total		2 596	99.9%	2	0.1%	-	-	-	-	2	0.1%	2 598	
		Part-time	Engineering and Technology	70	100.0%	-	-	-	-	-	-	-	-	-	70
			Business and Management	32	100.0%	-	-	-	-	-	-	-	-	-	32
	Overall Sub-total		102	100.0%	-	-	-	-	-	-	-	-	-	102	
	Overall Sub-total		2 698	99.9%	2	0.1%	-	-	-	-	2	0.1%	2 700		
Overall Total				5 402	100.0%	2	*	-	-	-	-	2	*	5 404	
2015/16	CityU	Full-time	Engineering and Technology	913	100.0%	-	-	-	-	-	-	-	-	913	
		Overall Sub-total		913	100.0%	-	-	-	-	-	-	-	-	913	
	Overall Sub-total		913	100.0%	-	-	-	-	-	-	-	-	913		
	EdUHK	Full-time	Sciences	26	100.0%	-	-	-	-	-	-	-	-	26	
			Social Sciences	6	100.0%	-	-	-	-	-	-	-	-	6	
			Arts and Humanities	32	100.0%	-	-	-	-	-	-	-	-	32	
			Education	531	100.0%	-	-	-	-	-	-	-	-	531	
		Overall Sub-total		596	100.0%	-	-	-	-	-	-	-	-	596	
		Part-time	Sciences	140	100.0%	-	-	-	-	-	-	-	-	-	140
			Social Sciences	11	100.0%	-	-	-	-	-	-	-	-	-	11
			Arts and Humanities	238	100.0%	-	-	-	-	-	-	-	-	-	238

Academic Year	University	Mode of Study	Broad Academic Programme Category	Place of Origin										
				Local Students		Non-local Students								Total
						The Mainland of China		Other Places in Asia		The Rest of the World		Overall Sub-total		
			Education	1 243	100.0%	-	-	-	-	-	-	-	-	1 243
		Overall Sub-total		1 632	100.0%	-	-	-	-	-	-	-	-	1 632
	Overall Sub-total			2 228	100.0%	-	-	-	-	-	-	-	-	2 228
	PolyU	Full-time	Medicine, Dentistry and Health	6	100.0%	-	-	-	-	-	-	-	-	6
			Sciences	293	100.0%	-	-	-	-	-	-	-	-	293
			Engineering and Technology	1 348	100.0%	-	-	-	-	-	-	-	-	1 348
			Business and Management	370	100.0%	-	-	-	-	-	-	-	-	370
			Social Sciences	1	100.0%	-	-	-	-	-	-	-	-	1
			Arts and Humanities	201	99.5%	1	0.5%	-	-	-	-	1	0.5%	202
		Overall Sub-total		2 218	100.0%	1	*	-	-	-	-	1	*	2 219
		Part-time	Engineering and Technology	22	100.0%	-	-	-	-	-	-	-	-	22
			Business and Management	12	100.0%	-	-	-	-	-	-	-	-	12
	Overall Sub-total			34	100.0%	-	-	-	-	-	-	-	-	34
	Overall Sub-total			2 252	100.0%	1	*	-	-	-	-	1	*	2 253
Overall Total				5 393	100.0%	1	*	-	-	-	-	1	*	5 394
2016/17 (provisional)	CityU	Full-time	Engineering and Technology	903	100.0%	-	-	-	-	-	-	-	-	903
		Overall Sub-total		903	100.0%	-	-	-	-	-	-	-	-	903
		Overall Sub-total			903	100.0%	-	-	-	-	-	-	-	903
	EdUHK	Full-time	Social Sciences	6	100.0%	-	-	-	-	-	-	-	-	6
			Arts and Humanities	57	100.0%	-	-	-	-	-	-	-	-	57
			Education	591	100.0%	-	-	-	-	-	-	-	-	591
		Overall Sub-total		654	100.0%	-	-	-	-	-	-	-	-	654
		Part-time	Sciences	142	100.0%	-	-	-	-	-	-	-	-	142
			Social Sciences	19	100.0%	-	-	-	-	-	-	-	-	19
			Arts and Humanities	77	100.0%	-	-	-	-	-	-	-	-	77
			Education	1 013	100.0%	-	-	-	-	-	-	-	-	1 013
		Overall Sub-total		1 250	100.0%	-	-	-	-	-	-	-	-	1 250
	Overall Sub-total			1 904	100.0%	-	-	-	-	-	-	-	-	1 904
	PolyU	Full-time	Sciences	313	100.0%	-	-	-	-	-	-	-	-	313
Engineering and Technology			1 336	99.9%	-	-	1	0.1%	-	-	1	0.1%	1 337	
Business and Management			322	100.0%	-	-	-	-	-	-	-	-	322	
Arts and Humanities			161	100.0%	-	-	-	-	-	-	-	-	161	

Academic Year	University	Mode of Study	Broad Academic Programme Category	Place of Origin										
				Local Students		Non-local Students								Total
						The Mainland of China		Other Places in Asia		The Rest of the World		Overall Sub-total		
		Overall Sub-total		2 131	100.0%	-	-	1	*	-	-	1	*	2 132
		Part-time	Business and Management	2	100.0%	-	-	-	-	-	-	-	-	2
		Overall Sub-total		2	100.0%	-	-	-	-	-	-	-	-	2
	Overall Sub-total		2 133	100.0%	-	-	1	*	-	-	1	*	2 134	
	Overall Total				4 940	100.0%	-	-	1	*	-	-	1	*

Notes:

1. The place of origin of non-local students is determined having regard to their nationality.
2. 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.
3. '-' denotes 'nil'.
4. The zero figure quoted in the table represents magnitude of less than 0.5.
5. '*' denotes less than 0.05%.

Abbreviations:

CityU	City University of Hong Kong	HKBU	Hong Kong Baptist University
LU	Lingnan University	CUHK	The Chinese University of Hong Kong
EdUHK	The Education University of Hong Kong	PolyU	The Hong Kong Polytechnic University
HKUST	The Hong Kong University of Sciences and Technology	HKU	The University of Hong Kong

**Number of Local Students and Non-local Students of UGC-funded Undergraduate Programmes by University, Mode of Study,
Broad Academic Programme Category and Place of Origin, 2012/13 to 2016/17 Academic Years**

(Headcount)

Academic Year	University	Mode of Study	Broad Academic Programme Category	Place of Origin										
				Local Students		Non-local Students								Total
						The Mainland of China		Other Places in Asia		The Rest of the World		Overall Sub-total		
2012/13	CityU	Full-time	Medicine, Dentistry and Health	6	89.7%	0	6.7%	0	3.5%	0	0.2%	1	10.3%	7
			Sciences	1 699	89.0%	192	10.1%	16	0.8%	2	0.1%	210	11.0%	1 909
			Engineering and Technology	2 035	91.7%	139	6.3%	42	1.9%	2	0.1%	184	8.3%	2 219
			Business and Management	3 448	90.0%	282	7.3%	84	2.2%	18	0.5%	383	10.0%	3 832
			Social Sciences	1 746	93.0%	97	5.1%	26	1.4%	9	0.5%	132	7.0%	1 877
			Arts and Humanities	1 067	91.6%	84	7.2%	10	0.9%	4	0.3%	98	8.4%	1 165
		Overall Sub-total			10 001	90.9%	794	7.2%	178	1.6%	35	0.3%	1 007	9.1%
	Overall Sub-total			10 001	90.9%	794	7.2%	178	1.6%	35	0.3%	1 007	9.1%	11 008
	HKBU	Full-time	Medicine, Dentistry and Health	206	79.5%	52	20.1%	1	0.4%	-	-	53	20.5%	259
			Sciences	907	83.4%	180	16.5%	1	0.1%	-	-	181	16.6%	1 088
			Business and Management	1 036	88.4%	133	11.4%	2	0.2%	-	-	135	11.6%	1 171
			Social Sciences	1 590	88.7%	197	11.0%	6	0.3%	-	-	203	11.3%	1 793
			Arts and Humanities	1 401	94.9%	74	5.0%	1	0.1%	-	-	75	5.1%	1 476
			Education	456	97.4%	12	2.6%	-	-	-	-	12	2.6%	468
		Overall Sub-total			5 596	89.5%	648	10.4%	11	0.2%	-	-	659	10.5%
	Overall Sub-total			5 596	89.5%	648	10.4%	11	0.2%	-	-	659	10.5%	6 255
	LU	Full-time	Business and Management	780	88.6%	88	10.0%	9	1.0%	3	0.3%	100	11.4%	880
			Social Sciences	563	92.1%	39	6.4%	8	1.3%	1	0.2%	48	7.9%	611
			Arts and Humanities	1 093	96.6%	31	2.7%	5	0.4%	2	0.2%	38	3.4%	1 131
		Overall Sub-total			2 436	92.9%	158	6.0%	22	0.8%	6	0.2%	186	7.1%
	Overall Sub-total			2 436	92.9%	158	6.0%	22	0.8%	6	0.2%	186	7.1%	2 622
	CUHK	Full-time	Medicine, Dentistry and Health	2 676	99.2%	15	0.6%	7	0.3%	0	*	22	0.8%	2 698
			Sciences	2 396	86.8%	299	10.8%	54	2.0%	12	0.4%	365	13.2%	2 762
			Engineering and Technology	1 699	84.1%	265	13.1%	39	2.0%	17	0.8%	321	15.9%	2 020
			Business and Management	2 332	79.0%	509	17.2%	88	3.0%	22	0.8%	620	21.0%	2 951
			Social Sciences	2 306	90.3%	191	7.5%	41	1.6%	15	0.6%	247	9.7%	2 553
			Arts and Humanities	1 912	96.9%	38	1.9%	17	0.8%	6	0.3%	60	3.1%	1 972

Academic Year	University	Mode of Study	Broad Academic Programme Category	Place of Origin										
				Local Students		Non-local Students								Total
						The Mainland of China		Other Places in Asia		The Rest of the World		Overall Sub-total		
			Education	330	100.0%	-	-	-	-	-	-	-	-	330
		Overall Sub-total		13 650	89.3%	1 317	8.6%	246	1.6%	72	0.5%	1 635	10.7%	15 285
	Overall Sub-total			13 650	89.3%	1 317	8.6%	246	1.6%	72	0.5%	1 635	10.7%	15 285
	EdUHK	Full-time	Sciences	470	95.0%	24	4.9%	1	0.1%	-	-	25	5.0%	495
			Business and Management	14	90.4%	1	8.9%	0	0.7%	-	-	2	9.6%	16
			Social Sciences	105	91.8%	9	7.8%	0	0.4%	-	-	9	8.2%	114
			Arts and Humanities	1 445	93.1%	104	6.7%	3	0.2%	-	-	107	6.9%	1 551
			Education	1 521	94.8%	80	5.0%	3	0.2%	-	-	83	5.2%	1 604
		Overall Sub-total		3 556	94.0%	218	5.8%	7	0.2%	-	-	225	6.0%	3 781
		Part-time	Sciences	80	100.0%	-	-	-	-	-	-	-	-	80
			Social Sciences	5	100.0%	-	-	-	-	-	-	-	-	5
			Arts and Humanities	222	100.0%	-	-	-	-	-	-	-	-	222
			Education	1 197	100.0%	-	-	-	-	-	-	-	-	1 197
	Overall Sub-total		1 503	100.0%	-	-	-	-	-	-	-	-	1 503	
	Overall Sub-total			5 059	95.7%	218	4.1%	7	0.1%	-	-	225	4.3%	5 284
	PolyU	Full-time	Medicine, Dentistry and Health	2 437	98.8%	18	0.7%	6	0.2%	5	0.2%	29	1.2%	2 466
			Sciences	1 464	90.7%	134	8.3%	14	0.9%	1	0.1%	149	9.3%	1 613
			Engineering and Technology	3 383	89.2%	363	9.6%	42	1.1%	7	0.2%	411	10.8%	3 794
			Business and Management	2 829	82.3%	494	14.4%	85	2.5%	30	0.9%	609	17.7%	3 438
			Social Sciences	360	97.6%	8	2.1%	1	0.4%	-	-	9	2.4%	369
		Arts and Humanities	1 202	94.3%	42	3.3%	28	2.2%	3	0.2%	73	5.7%	1 275	
	Overall Sub-total		11 675	90.1%	1 059	8.2%	176	1.4%	45	0.3%	1 280	9.9%	12 955	
	Overall Sub-total			11 675	90.1%	1 059	8.2%	176	1.4%	45	0.3%	1 280	9.9%	12 955
	HKUST	Full-time	Sciences	2 466	87.5%	233	8.3%	99	3.5%	19	0.7%	351	12.5%	2 817
			Engineering and Technology	1 986	84.5%	183	7.8%	167	7.1%	13	0.6%	364	15.5%	2 349
			Business and Management	1 980	86.4%	150	6.5%	123	5.4%	40	1.7%	312	13.6%	2 293
			Social Sciences	428	83.9%	57	11.1%	21	4.1%	5	0.9%	82	16.1%	510
			Arts and Humanities	572	88.6%	46	7.1%	23	3.6%	5	0.7%	73	11.4%	645
		Education	12	100.0%	-	-	-	-	-	-	-	-	12	
	Overall Sub-total		7 443	86.3%	668	7.7%	433	5.0%	82	1.0%	1 183	13.7%	8 626	
	Overall Sub-total			7 443	86.3%	668	7.7%	433	5.0%	82	1.0%	1 183	13.7%	8 626
	HKU	Full-time	Medicine, Dentistry and Health	2 795	98.6%	9	0.3%	27	0.9%	3	0.1%	39	1.4%	2 834

Academic Year	University	Mode of Study	Broad Academic Programme Category	Place of Origin										Total	
				Local Students		Non-local Students									
						The Mainland of China		Other Places in Asia		The Rest of the World		Overall Sub-total			
			Sciences	1 771	83.4%	282	13.3%	61	2.9%	8	0.4%	351	16.6%	2 122	
			Engineering and Technology	2 048	78.5%	345	13.2%	195	7.5%	20	0.8%	560	21.5%	2 609	
			Business and Management	1 078	69.2%	312	20.0%	155	10.0%	12	0.8%	479	30.8%	1 557	
			Social Sciences	2 351	78.4%	416	13.9%	200	6.7%	34	1.1%	649	21.6%	3 000	
			Arts and Humanities	1 534	92.5%	78	4.7%	29	1.8%	17	1.0%	124	7.5%	1 658	
			Education	514	96.0%	11	2.0%	10	2.0%	-	-	21	4.0%	535	
		Overall Sub-total	12 092	84.5%	1 453	10.1%	677	4.7%	94	0.7%	2 224	15.5%	14 316		
	Overall Sub-total	12 092	84.5%	1 453	10.1%	677	4.7%	94	0.7%	2 224	15.5%	14 316			
Overall Total				67 952	89.0%	6 315	8.3%	1 750	2.3%	334	0.4%	8 399	11.0%	76 351	
2013/14	CityU	Full-time	Medicine, Dentistry and Health	11	89.7%	1	6.1%	0	3.9%	0	0.4%	1	10.3%	12	
			Sciences	1 761	87.6%	209	10.4%	36	1.8%	4	0.2%	249	12.4%	2 010	
			Engineering and Technology	2 095	90.7%	146	6.3%	63	2.7%	5	0.2%	214	9.3%	2 309	
			Business and Management	3 397	89.0%	271	7.1%	132	3.5%	16	0.4%	419	11.0%	3 816	
			Social Sciences	1 806	93.0%	96	5.0%	33	1.7%	6	0.3%	135	7.0%	1 941	
			Arts and Humanities	1 177	91.9%	86	6.7%	12	1.0%	5	0.4%	104	8.1%	1 280	
		Overall Sub-total	10 246	90.1%	810	7.1%	277	2.4%	36	0.3%	1 123	9.9%	11 369		
	Overall Sub-total				10 246	90.1%	810	7.1%	277	2.4%	36	0.3%	1 123	9.9%	11 369
	HKBU	Full-time	Medicine, Dentistry and Health	206	78.3%	56	21.3%	1	0.4%	-	-	57	21.7%	263	
			Sciences	863	82.3%	183	17.5%	2	0.2%	-	-	185	17.7%	1 048	
			Business and Management	1 037	87.8%	140	11.8%	4	0.3%	1	0.1%	144	12.2%	1 181	
			Social Sciences	1 619	88.0%	219	11.9%	3	0.2%	0	*	222	12.0%	1 841	
			Arts and Humanities	1 467	94.8%	80	5.2%	1	0.1%	-	-	81	5.2%	1 547	
			Education	469	96.9%	15	3.1%	-	-	-	-	15	3.1%	484	
		Overall Sub-total	5 661	88.9%	692	10.9%	11	0.2%	1	*	704	11.1%	6 365		
	Overall Sub-total				5 661	88.9%	692	10.9%	11	0.2%	1	*	704	11.1%	6 365
	LU	Full-time	Business and Management	762	89.0%	81	9.5%	11	1.3%	2	0.2%	94	11.0%	856	
			Social Sciences	552	93.4%	32	5.4%	7	1.2%	-	-	39	6.6%	591	
			Arts and Humanities	1 085	96.6%	34	3.0%	1	0.1%	3	0.3%	38	3.4%	1 123	
		Overall Sub-total				2 399	93.3%	147	5.7%	19	0.7%	5	0.2%	171	6.7%
	Overall Sub-total				2 399	93.3%	147	5.7%	19	0.7%	5	0.2%	171	6.7%	2 570
	CUHK	Full-time	Medicine, Dentistry and Health	2 844	99.1%	18	0.6%	8	0.3%	0	*	26	0.9%	2 870	
			Sciences	2 429	86.3%	312	11.1%	61	2.2%	13	0.5%	386	13.7%	2 815	

Academic Year	University	Mode of Study	Broad Academic Programme Category	Place of Origin										Total
				Local Students		Non-local Students								
						The Mainland of China		Other Places in Asia		The Rest of the World		Overall Sub-total		
			Engineering and Technology	1 756	84.1%	269	12.9%	50	2.4%	13	0.6%	332	15.9%	2 088
			Business and Management	2 378	77.7%	529	17.3%	130	4.3%	21	0.7%	681	22.3%	3 058
			Social Sciences	2 369	89.7%	198	7.5%	54	2.1%	20	0.8%	273	10.3%	2 642
			Arts and Humanities	1 982	96.1%	47	2.3%	25	1.2%	10	0.5%	81	3.9%	2 063
			Education	351	99.6%	1	0.3%	1	0.1%	-	-	2	0.4%	352
		Overall Sub-total	14 109	88.8%	1 374	8.6%	329	2.1%	77	0.5%	1 780	11.2%	15 889	
	Overall Sub-total			14 109	88.8%	1 374	8.6%	329	2.1%	77	0.5%	1 780	11.2%	15 889
	EdUHK	Full-time	Sciences	441	95.7%	19	4.1%	1	0.1%	-	-	20	4.3%	461
			Business and Management	16	87.8%	2	11.7%	0	0.5%	-	-	2	12.2%	18
			Social Sciences	192	90.5%	19	9.1%	1	0.5%	-	-	20	9.5%	212
			Arts and Humanities	1 454	92.6%	110	7.0%	5	0.3%	-	-	116	7.4%	1 570
			Education	1 447	94.3%	84	5.5%	4	0.3%	-	-	88	5.7%	1 535
		Overall Sub-total		3 550	93.5%	235	6.2%	11	0.3%	-	-	246	6.5%	3 796
		Part-time	Sciences	47	100.0%	-	-	-	-	-	-	-	-	47
			Business and Management	7	100.0%	-	-	-	-	-	-	-	-	7
			Social Sciences	6	100.0%	-	-	-	-	-	-	-	-	6
			Arts and Humanities	182	100.0%	-	-	-	-	-	-	-	-	182
			Education	1 225	100.0%	-	-	-	-	-	-	-	-	1 225
		Overall Sub-total		1 466	100.0%	-	-	-	-	-	-	-	-	1 466
	Overall Sub-total			5 016	95.3%	235	4.5%	11	0.2%	-	-	246	4.7%	5 262
	PolyU	Full-time	Medicine, Dentistry and Health	2 601	99.2%	14	0.5%	4	0.2%	3	0.1%	21	0.8%	2 622
			Sciences	1 442	89.9%	140	8.7%	18	1.1%	4	0.2%	162	10.1%	1 604
			Engineering and Technology	3 365	88.5%	383	10.1%	48	1.3%	7	0.2%	438	11.5%	3 803
			Business and Management	2 844	80.9%	525	14.9%	120	3.4%	29	0.8%	673	19.1%	3 518
			Social Sciences	369	97.4%	8	2.0%	2	0.5%	0	*	10	2.6%	378
		Arts and Humanities	1 263	95.3%	35	2.6%	25	1.9%	2	0.1%	62	4.7%	1 325	
	Overall Sub-total		11 884	89.7%	1 104	8.3%	217	1.6%	44	0.3%	1 365	10.3%	13 249	
	Overall Sub-total			11 884	89.7%	1 104	8.3%	217	1.6%	44	0.3%	1 365	10.3%	13 249
	HKUST	Full-time	Sciences	2 696	86.2%	255	8.2%	151	4.8%	24	0.8%	430	13.8%	3 126
			Engineering and Technology	1 545	84.2%	154	8.4%	128	7.0%	8	0.4%	290	15.8%	1 835
			Business and Management	1 729	85.9%	140	6.9%	113	5.6%	31	1.6%	284	14.1%	2 013
			Social Sciences	587	83.7%	71	10.2%	35	5.0%	7	1.1%	114	16.3%	701

Academic Year	University	Mode of Study	Broad Academic Programme Category	Place of Origin										Total
				Local Students		Non-local Students								
						The Mainland of China		Other Places in Asia		The Rest of the World		Overall Sub-total		
			Arts and Humanities	964	86.7%	74	6.6%	64	5.8%	10	0.9%	148	13.3%	1 111
			Education	9	100.0%	-	-	-	-	-	-	-	-	9
		Overall Sub-total		7 529	85.6%	694	7.9%	491	5.6%	80	0.9%	1 265	14.4%	8 794
	Overall Sub-total			7 529	85.6%	694	7.9%	491	5.6%	80	0.9%	1 265	14.4%	8 794
	HKU	Full-time	Medicine, Dentistry and Health	2 933	98.7%	10	0.3%	28	0.9%	2	0.1%	40	1.3%	2 972
			Sciences	1 822	81.8%	304	13.6%	90	4.0%	11	0.5%	404	18.2%	2 226
			Engineering and Technology	2 082	80.1%	318	12.2%	188	7.2%	11	0.4%	517	19.9%	2 599
			Business and Management	1 103	69.3%	316	19.8%	160	10.0%	14	0.9%	490	30.7%	1 593
			Social Sciences	2 417	77.9%	425	13.7%	230	7.4%	31	1.0%	686	22.1%	3 103
			Arts and Humanities	1 576	92.4%	82	4.8%	34	2.0%	14	0.8%	129	7.6%	1 706
			Education	500	95.7%	11	2.1%	12	2.2%	-	-	22	4.3%	522
	Overall Sub-total		12 433	84.5%	1 465	10.0%	741	5.0%	82	0.6%	2 288	15.5%	14 721	
	Overall Sub-total			12 433	84.5%	1 465	10.0%	741	5.0%	82	0.6%	2 288	15.5%	14 721
Overall Total				69 277	88.6%	6 521	8.3%	2 096	2.7%	325	0.4%	8 942	11.4%	78 219
2014/15	CityU	Full-time	Medicine, Dentistry and Health	17	91.6%	1	4.6%	1	2.7%	0	1.1%	2	8.4%	18
			Sciences	1 738	86.4%	207	10.3%	62	3.1%	5	0.2%	274	13.6%	2 012
			Engineering and Technology	2 256	91.2%	135	5.5%	78	3.1%	5	0.2%	218	8.8%	2 474
			Business and Management	3 514	88.5%	285	7.2%	157	3.9%	16	0.4%	458	11.5%	3 973
			Social Sciences	1 965	92.7%	107	5.0%	42	2.0%	6	0.3%	155	7.3%	2 120
			Arts and Humanities	1 327	92.8%	79	5.5%	21	1.5%	3	0.2%	103	7.2%	1 430
		Overall Sub-total		10 818	89.9%	814	6.8%	360	3.0%	36	0.3%	1 210	10.1%	12 028
	Overall Sub-total			10 818	89.9%	814	6.8%	360	3.0%	36	0.3%	1 210	10.1%	12 028
	HKBU	Full-time	Medicine, Dentistry and Health	210	77.8%	58	21.5%	2	0.7%	-	-	60	22.2%	270
			Sciences	867	81.4%	194	18.2%	4	0.4%	-	-	198	18.6%	1 065
			Business and Management	1 018	87.0%	146	12.5%	5	0.4%	1	0.1%	152	13.0%	1 170
			Social Sciences	1 653	88.4%	212	11.4%	3	0.2%	1	0.1%	216	11.6%	1 869
			Arts and Humanities	1 474	94.5%	85	5.5%	1	0.1%	-	-	86	5.5%	1 561
			Education	521	98.3%	9	1.7%	-	-	-	-	9	1.7%	530
	Overall Sub-total		5 743	88.8%	705	10.9%	15	0.2%	2	*	722	11.2%	6 465	
Overall Sub-total			5 743	88.8%	705	10.9%	15	0.2%	2	*	722	11.2%	6 465	
LU	Full-time	Business and Management	757	90.7%	67	8.0%	9	1.1%	2	0.2%	78	9.3%	835	
		Social Sciences	537	93.9%	32	5.6%	3	0.5%	-	-	35	6.1%	572	

Academic Year	University	Mode of Study	Broad Academic Programme Category	Place of Origin										Total
				Local Students		Non-local Students								
						The Mainland of China		Other Places in Asia		The Rest of the World		Overall Sub-total		
			Arts and Humanities	1 082	96.2%	39	3.5%	3	0.3%	1	0.1%	43	3.8%	1 125
		Overall Sub-total		2 376	93.8%	138	5.4%	15	0.6%	3	0.1%	156	6.2%	2 532
	Overall Sub-total			2 376	93.8%	138	5.4%	15	0.6%	3	0.1%	156	6.2%	2 532
	CUHK	Full-time	Medicine, Dentistry and Health	2 948	98.9%	21	0.7%	11	0.4%	0	*	32	1.1%	2 980
			Sciences	2 507	85.3%	343	11.7%	76	2.6%	13	0.5%	433	14.7%	2 939
			Engineering and Technology	1 766	84.1%	263	12.5%	60	2.9%	12	0.6%	335	15.9%	2 101
			Business and Management	2 398	76.8%	553	17.7%	149	4.8%	21	0.7%	723	23.2%	3 120
			Social Sciences	2 427	89.1%	210	7.7%	67	2.5%	21	0.8%	298	10.9%	2 725
			Arts and Humanities	2 050	95.4%	52	2.4%	35	1.6%	13	0.6%	100	4.6%	2 150
			Education	363	99.7%	1	0.1%	1	0.1%	-	-	1	0.3%	364
		Overall Sub-total		14 458	88.3%	1 443	8.8%	398	2.4%	80	0.5%	1 921	11.7%	16 379
	Overall Sub-total			14 458	88.3%	1 443	8.8%	398	2.4%	80	0.5%	1 921	11.7%	16 379
	EdUHK	Full-time	Sciences	375	95.1%	19	4.7%	1	0.2%	-	-	19	4.9%	395
			Social Sciences	297	87.0%	42	12.4%	2	0.6%	-	-	44	13.0%	341
			Arts and Humanities	1 408	92.4%	109	7.2%	7	0.5%	-	-	116	7.6%	1 524
			Education	1 374	93.7%	88	6.0%	4	0.3%	-	-	92	6.3%	1 466
		Overall Sub-total		3 453	92.7%	258	6.9%	14	0.4%	-	-	272	7.3%	3 725
		Part-time	Sciences	34	100.0%	-	-	-	-	-	-	-	-	34
			Social Sciences	29	100.0%	-	-	-	-	-	-	-	-	29
			Arts and Humanities	187	100.0%	-	-	-	-	-	-	-	-	187
			Education	1 294	100.0%	-	-	-	-	-	-	-	-	1 294
		Overall Sub-total		1 545	100.0%	-	-	-	-	-	-	-	-	1 545
	Overall Sub-total			4 998	94.8%	258	4.9%	14	0.3%	-	-	272	5.2%	5 270
	PolyU	Full-time	Medicine, Dentistry and Health	2 787	99.3%	10	0.4%	8	0.3%	1	*	19	0.7%	2 806
			Sciences	1 458	89.9%	135	8.3%	24	1.5%	4	0.2%	163	10.1%	1 621
			Engineering and Technology	3 454	88.5%	384	9.8%	59	1.5%	6	0.2%	449	11.5%	3 903
			Business and Management	3 049	80.3%	560	14.7%	154	4.1%	32	0.9%	746	19.7%	3 795
			Social Sciences	407	97.1%	7	1.7%	4	0.9%	1	0.3%	12	2.9%	419
			Arts and Humanities	1 345	95.4%	43	3.1%	20	1.4%	1	0.1%	64	4.6%	1 409
		Overall Sub-total		12 500	89.6%	1 139	8.2%	269	1.9%	46	0.3%	1 454	10.4%	13 954
	Overall Sub-total			12 500	89.6%	1 139	8.2%	269	1.9%	46	0.3%	1 454	10.4%	13 954
	HKUST	Full-time	Sciences	2 206	86.6%	188	7.4%	138	5.4%	15	0.6%	342	13.4%	2 548

Academic Year	University	Mode of Study	Broad Academic Programme Category	Place of Origin										Total
				Local Students		Non-local Students								
						The Mainland of China		Other Places in Asia		The Rest of the World		Overall Sub-total		
			Engineering and Technology	2 472	85.6%	206	7.1%	184	6.4%	25	0.9%	415	14.4%	2 886
			Business and Management	2 352	85.0%	195	7.1%	182	6.6%	38	1.4%	415	15.0%	2 767
			Social Sciences	456	80.2%	70	12.4%	35	6.2%	7	1.2%	113	19.8%	569
			Arts and Humanities	87	86.6%	8	8.0%	4	3.5%	2	2.0%	14	13.4%	101
			Education	4	100.0%	-	-	-	-	-	-	-	-	4
		Overall Sub-total	7 577	85.4%	668	7.5%	543	6.1%	87	1.0%	1 298	14.6%	8 875	
	Overall Sub-total			7 577	85.4%	668	7.5%	543	6.1%	87	1.0%	1 298	14.6%	8 875
	HKU	Full-time	Medicine, Dentistry and Health	3 046	98.7%	10	0.3%	28	0.9%	3	0.1%	41	1.3%	3 087
			Sciences	1 906	81.9%	301	12.9%	108	4.7%	12	0.5%	421	18.1%	2 327
			Engineering and Technology	2 278	82.6%	284	10.3%	189	6.9%	6	0.2%	479	17.4%	2 757
			Business and Management	1 147	69.4%	329	19.9%	162	9.8%	14	0.9%	505	30.6%	1 652
			Social Sciences	2 528	77.6%	441	13.5%	257	7.9%	32	1.0%	729	22.4%	3 257
			Arts and Humanities	1 679	92.2%	90	5.0%	45	2.5%	8	0.4%	142	7.8%	1 822
			Education	485	95.5%	10	1.9%	13	2.6%	-	-	23	4.5%	508
	Overall Sub-total			13 070	84.8%	1 465	9.5%	802	5.2%	74	0.5%	2 341	15.2%	15 411
	Overall Sub-total			13 070	84.8%	1 465	9.5%	802	5.2%	74	0.5%	2 341	15.2%	15 411
Overall Total				71 540	88.4%	6 630	8.2%	2 416	3.0%	328	0.4%	9 374	11.6%	80 914
2015/16	CityU	Full-time	Medicine, Dentistry and Health	46	96.5%	1	2.1%	0	0.9%	0	0.4%	2	3.5%	47
			Sciences	1 663	85.6%	210	10.8%	65	3.4%	5	0.3%	280	14.4%	1 943
			Engineering and Technology	2 368	91.4%	153	5.9%	67	2.6%	4	0.2%	223	8.6%	2 591
			Business and Management	3 535	88.1%	291	7.3%	171	4.3%	14	0.3%	476	11.9%	4 011
			Social Sciences	2 112	92.9%	111	4.9%	45	2.0%	5	0.2%	161	7.1%	2 272
			Arts and Humanities	1 454	93.3%	72	4.6%	30	2.0%	2	0.1%	104	6.7%	1 558
		Overall Sub-total			11 176	90.0%	838	6.7%	379	3.1%	30	0.2%	1 247	10.0%
	Overall Sub-total			11 176	90.0%	838	6.7%	379	3.1%	30	0.2%	1 247	10.0%	12 423
	HKBU	Full-time	Medicine, Dentistry and Health	219	78.8%	57	20.5%	2	0.7%	-	-	59	21.2%	278
			Sciences	890	82.6%	184	17.1%	3	0.3%	-	-	187	17.4%	1 077
			Business and Management	1 012	85.3%	165	13.9%	7	0.6%	2	0.2%	175	14.7%	1 187
			Social Sciences	1 716	88.6%	217	11.2%	2	0.1%	1	0.1%	220	11.4%	1 936
			Arts and Humanities	1 555	94.4%	93	5.6%	-	-	-	-	93	5.6%	1 648
			Education	548	98.0%	11	2.0%	-	-	-	-	11	2.0%	559
	Overall Sub-total			5 941	88.9%	727	10.9%	14	0.2%	3	*	744	11.1%	6 685

Academic Year	University	Mode of Study	Broad Academic Programme Category	Place of Origin										
				Local Students		Non-local Students								Total
						The Mainland of China		Other Places in Asia		The Rest of the World		Overall Sub-total		
	Overall Sub-total			5 941	88.9%	727	10.9%	14	0.2%	3	*	744	11.1%	6 685
	LU	Full-time	Business and Management	768	91.3%	66	7.8%	7	0.8%	-	-	73	8.7%	841
			Social Sciences	531	92.0%	39	6.8%	7	1.2%	-	-	46	8.0%	577
			Arts and Humanities	1 062	95.3%	50	4.5%	2	0.2%	-	-	52	4.7%	1 114
		Overall Sub-total		2 361	93.2%	155	6.1%	16	0.6%	-	-	171	6.8%	2 532
	Overall Sub-total			2 361	93.2%	155	6.1%	16	0.6%	-	-	171	6.8%	2 532
	CUHK	Full-time	Medicine, Dentistry and Health	3 020	99.0%	20	0.7%	9	0.3%	1	*	30	1.0%	3 050
			Sciences	2 578	84.6%	375	12.3%	83	2.7%	10	0.3%	468	15.4%	3 046
			Engineering and Technology	1 755	84.7%	233	11.2%	75	3.6%	9	0.4%	316	15.3%	2 071
			Business and Management	2 387	75.9%	547	17.4%	192	6.1%	19	0.6%	757	24.1%	3 144
			Social Sciences	2 420	88.3%	216	7.9%	87	3.2%	19	0.7%	322	11.7%	2 742
			Arts and Humanities	2 058	95.0%	54	2.5%	43	2.0%	11	0.5%	108	5.0%	2 166
			Education	369	99.7%	1	0.1%	1	0.1%	-	-	1	0.3%	370
		Overall Sub-total		14 586	87.9%	1 445	8.7%	489	2.9%	68	0.4%	2 002	12.1%	16 588
	Overall Sub-total			14 586	87.9%	1 445	8.7%	489	2.9%	68	0.4%	2 002	12.1%	16 588
	EdUHK	Full-time	Sciences	413	94.2%	24	5.5%	1	0.3%	-	-	25	5.8%	439
			Business and Management	26	92.3%	2	7.3%	0	0.4%	-	-	2	7.7%	28
			Social Sciences	299	84.3%	53	14.8%	3	0.9%	-	-	56	15.7%	354
			Arts and Humanities	1 426	91.4%	125	8.0%	8	0.5%	-	-	134	8.6%	1 560
			Education	1 159	93.2%	81	6.5%	4	0.4%	-	-	85	6.8%	1 244
		Overall Sub-total		3 323	91.7%	285	7.9%	17	0.5%	-	-	302	8.3%	3 625
		Part-time	Sciences	38	100.0%	-	-	-	-	-	-	-	-	38
			Business and Management	0	100.0%	-	-	-	-	-	-	-	-	0
			Social Sciences	39	100.0%	-	-	-	-	-	-	-	-	39
			Arts and Humanities	251	100.0%	-	-	-	-	-	-	-	-	251
			Education	1 200	100.0%	-	-	-	-	-	-	-	-	1 200
		Overall Sub-total		1 529	100.0%	-	-	-	-	-	-	-	-	1 529
Overall Sub-total			4 852	94.1%	285	5.5%	17	0.3%	-	-	302	5.9%	5 154	
PolyU	Full-time	Medicine, Dentistry and Health	2 794	99.4%	7	0.2%	8	0.3%	1	*	16	0.6%	2 810	
		Sciences	1 514	89.0%	153	9.0%	30	1.7%	5	0.3%	187	11.0%	1 701	
		Engineering and Technology	3 577	88.3%	385	9.5%	81	2.0%	9	0.2%	475	11.7%	4 052	
		Business and Management	3 181	80.2%	573	14.4%	181	4.6%	33	0.8%	787	19.8%	3 968	

Academic Year	University	Mode of Study	Broad Academic Programme Category	Place of Origin										Total
				Local Students		Non-local Students								
						The Mainland of China		Other Places in Asia		The Rest of the World		Overall Sub-total		
			Social Sciences	440	98.1%	4	0.8%	3	0.7%	2	0.4%	9	1.9%	448
			Arts and Humanities	1 389	95.7%	45	3.1%	14	0.9%	3	0.2%	62	4.3%	1 451
		Overall Sub-total		12 895	89.4%	1 167	8.1%	316	2.2%	53	0.4%	1 536	10.6%	14 431
	Overall Sub-total			12 895	89.4%	1 167	8.1%	316	2.2%	53	0.4%	1 536	10.6%	14 431
	HKUST	Full-time	Sciences	2 182	85.6%	190	7.5%	166	6.5%	11	0.4%	367	14.4%	2 550
			Engineering and Technology	2 545	85.9%	190	6.4%	200	6.7%	30	1.0%	419	14.1%	2 965
			Business and Management	2 399	85.0%	188	6.7%	200	7.1%	37	1.3%	425	15.0%	2 824
			Social Sciences	439	78.5%	76	13.5%	39	7.0%	6	1.0%	120	21.5%	560
			Arts and Humanities	92	85.9%	9	8.0%	6	5.2%	1	0.9%	15	14.1%	107
			Education	0	100.0%	-	-	-	-	-	-	-	-	0
			Overall Sub-total		7 658	85.0%	652	7.2%	611	6.8%	84	0.9%	1 347	15.0%
	Overall Sub-total			7 658	85.0%	652	7.2%	611	6.8%	84	0.9%	1 347	15.0%	9 005
	HKU	Full-time	Medicine, Dentistry and Health	3 129	98.8%	11	0.4%	25	0.8%	3	0.1%	39	1.2%	3 169
			Sciences	1 948	81.0%	320	13.3%	123	5.1%	12	0.5%	456	19.0%	2 404
			Engineering and Technology	2 421	83.4%	270	9.3%	207	7.1%	4	0.1%	481	16.6%	2 902
			Business and Management	1 165	69.7%	332	19.9%	162	9.7%	12	0.7%	506	30.3%	1 671
			Social Sciences	2 595	77.8%	433	13.0%	278	8.3%	30	0.9%	741	22.2%	3 336
			Arts and Humanities	1 737	93.0%	83	4.4%	43	2.3%	6	0.3%	132	7.0%	1 869
			Education	469	96.0%	7	1.5%	12	2.5%	-	-	20	4.0%	488
	Overall Sub-total		13 465	85.0%	1 457	9.2%	850	5.4%	67	0.4%	2 374	15.0%	15 839	
	Overall Sub-total			13 465	85.0%	1 457	9.2%	850	5.4%	67	0.4%	2 374	15.0%	15 839
Overall Total				72 934	88.2%	6 726	8.1%	2 692	3.3%	305	0.4%	9 723	11.8%	82 657
2016/17 (provisional)	CityU	Full-time	Medicine, Dentistry and Health	97	95.3%	1	0.8%	4	3.7%	0	0.2%	5	4.7%	102
			Sciences	1 734	85.2%	217	10.7%	74	3.7%	10	0.5%	302	14.8%	2 035
			Engineering and Technology	2 230	90.5%	151	6.1%	78	3.2%	5	0.2%	234	9.5%	2 463
			Business and Management	3 505	88.0%	281	7.1%	181	4.5%	14	0.4%	476	12.0%	3 982
			Social Sciences	2 089	92.5%	110	4.9%	51	2.3%	9	0.4%	170	7.5%	2 259
			Arts and Humanities	1 467	92.7%	81	5.1%	31	1.9%	4	0.2%	115	7.3%	1 582
			Overall Sub-total		11 122	89.5%	841	6.8%	419	3.4%	42	0.3%	1 302	10.5%
	Overall Sub-total			11 122	89.5%	841	6.8%	419	3.4%	42	0.3%	1 302	10.5%	12 424
	HKBU	Full-time	Medicine, Dentistry and Health	221	78.4%	57	20.2%	4	1.4%	-	-	61	21.6%	282
Sciences			913	82.8%	183	16.6%	6	0.5%	-	-	189	17.2%	1 102	

Academic Year	University	Mode of Study	Broad Academic Programme Category	Place of Origin										Total
				Local Students		Non-local Students								
						The Mainland of China		Other Places in Asia		The Rest of the World		Overall Sub-total		
			Business and Management	1 007	84.4%	174	14.6%	11	0.9%	2	0.2%	187	15.6%	1 194
			Social Sciences	1 675	88.5%	212	11.2%	4	0.2%	1	0.1%	218	11.5%	1 893
			Arts and Humanities	1 593	93.7%	108	6.3%	-	-	-	-	108	6.3%	1 700
			Education	570	99.0%	6	1.0%	-	-	-	-	6	1.0%	576
		Overall Sub-total		5 979	88.6%	740	11.0%	25	0.4%	3	*	768	11.4%	6 747
	Overall Sub-total			5 979	88.6%	740	11.0%	25	0.4%	3	*	768	11.4%	6 747
	LU	Full-time	Business and Management	813	93.0%	52	5.9%	8	0.9%	1	0.1%	61	7.0%	874
			Social Sciences	548	94.0%	29	5.0%	6	1.0%	-	-	35	6.0%	583
			Arts and Humanities	1 094	96.1%	42	3.7%	2	0.2%	-	-	44	3.9%	1 138
		Overall Sub-total		2 455	94.6%	123	4.7%	16	0.6%	1	*	140	5.4%	2 595
	Overall Sub-total			2 455	94.6%	123	4.7%	16	0.6%	1	*	140	5.4%	2 595
	CUHK	Full-time	Medicine, Dentistry and Health	3 128	98.8%	26	0.8%	11	0.4%	2	0.1%	39	1.2%	3 167
			Sciences	2 584	83.4%	384	12.4%	120	3.9%	9	0.3%	513	16.6%	3 097
			Engineering and Technology	1 674	84.3%	217	10.9%	88	4.4%	8	0.4%	312	15.7%	1 986
			Business and Management	2 292	73.1%	577	18.4%	251	8.0%	18	0.6%	845	26.9%	3 137
			Social Sciences	2 450	87.8%	228	8.2%	93	3.3%	18	0.6%	339	12.2%	2 790
			Arts and Humanities	2 064	94.8%	56	2.6%	46	2.1%	11	0.5%	113	5.2%	2 177
			Education	377	99.7%	1	0.1%	1	0.1%	-	-	1	0.3%	378
		Overall Sub-total		14 569	87.1%	1 488	8.9%	609	3.6%	65	0.4%	2 162	12.9%	16 731
	Overall Sub-total			14 569	87.1%	1 488	8.9%	609	3.6%	65	0.4%	2 162	12.9%	16 731
	EdUHK	Full-time	Sciences	404	93.3%	28	6.4%	1	0.3%	-	-	29	6.7%	433
			Business and Management	34	93.0%	2	6.8%	0	0.3%	-	-	3	7.0%	37
			Social Sciences	304	83.8%	55	15.1%	4	1.1%	-	-	59	16.2%	363
			Arts and Humanities	1 489	90.1%	153	9.3%	11	0.6%	-	-	164	9.9%	1 653
			Education	1 095	91.0%	102	8.5%	7	0.6%	-	-	109	9.0%	1 203
		Overall Sub-total		3 325	90.2%	340	9.2%	23	0.6%	-	-	363	9.8%	3 688
		Part-time	Sciences	8	100.0%	-	-	-	-	-	-	-	-	8
			Business and Management	0	100.0%	-	-	-	-	-	-	-	-	0
			Social Sciences	23	100.0%	-	-	-	-	-	-	-	-	23
			Arts and Humanities	174	100.0%	-	-	-	-	-	-	-	-	174
			Education	1 351	100.0%	-	-	-	-	-	-	-	-	1 351
		Overall Sub-total		1 557	100.0%	-	-	-	-	-	-	-	-	1 557

Academic Year	University	Mode of Study	Broad Academic Programme Category	Place of Origin										
				Local Students		Non-local Students								Total
						The Mainland of China		Other Places in Asia		The Rest of the World		Overall Sub-total		
	Overall Sub-total			4 882	93.1%	340	6.5%	23	0.4%	-	-	363	6.9%	5 245
	PolyU	Full-time	Medicine, Dentistry and Health	2 865	99.4%	6	0.2%	8	0.3%	2	0.1%	16	0.6%	2 881
			Sciences	1 504	87.2%	168	9.8%	47	2.7%	5	0.3%	220	12.8%	1 724
			Engineering and Technology	3 784	87.8%	399	9.3%	115	2.7%	10	0.2%	524	12.2%	4 307
			Business and Management	3 119	78.7%	580	14.7%	228	5.8%	33	0.8%	842	21.3%	3 961
			Social Sciences	452	98.2%	4	0.8%	3	0.6%	2	0.4%	8	1.8%	460
			Arts and Humanities	1 408	94.7%	43	2.9%	33	2.2%	4	0.3%	79	5.3%	1 487
		Overall Sub-total		13 131	88.6%	1 200	8.1%	433	2.9%	56	0.4%	1 689	11.4%	14 820
	Overall Sub-total			13 131	88.6%	1 200	8.1%	433	2.9%	56	0.4%	1 689	11.4%	14 820
	HKUST	Full-time	Sciences	2 200	83.5%	225	8.6%	193	7.3%	16	0.6%	435	16.5%	2 634
			Engineering and Technology	2 634	86.9%	169	5.6%	199	6.6%	28	0.9%	396	13.1%	3 030
			Business and Management	2 419	83.6%	195	6.7%	243	8.4%	35	1.2%	473	16.4%	2 892
			Social Sciences	419	77.9%	72	13.4%	40	7.4%	7	1.3%	119	22.1%	537
			Arts and Humanities	94	84.6%	9	8.1%	6	5.4%	2	1.8%	17	15.4%	111
		Overall Sub-total		7 765	84.4%	670	7.3%	681	7.4%	88	1.0%	1 439	15.6%	9 204
	Overall Sub-total			7 765	84.4%	670	7.3%	681	7.4%	88	1.0%	1 439	15.6%	9 204
	HKU	Full-time	Medicine, Dentistry and Health	3 224	98.5%	12	0.4%	35	1.1%	2	0.1%	49	1.5%	3 273
			Sciences	1 985	79.4%	343	13.7%	166	6.7%	7	0.3%	516	20.6%	2 501
			Engineering and Technology	2 508	83.1%	254	8.4%	248	8.2%	7	0.2%	509	16.9%	3 017
			Business and Management	1 169	68.3%	344	20.1%	187	10.9%	12	0.7%	543	31.7%	1 712
			Social Sciences	2 561	77.5%	417	12.6%	298	9.0%	27	0.8%	743	22.5%	3 303
			Arts and Humanities	1 750	93.4%	75	4.0%	42	2.2%	6	0.3%	123	6.6%	1 873
			Education	478	96.9%	5	1.1%	10	2.1%	-	-	15	3.1%	493
		Overall Sub-total		13 674	84.6%	1 450	9.0%	986	6.1%	62	0.4%	2 498	15.4%	16 172
	Overall Sub-total			13 674	84.6%	1 450	9.0%	986	6.1%	62	0.4%	2 498	15.4%	16 172
Overall Total			73 577	87.7%	6 852	8.2%	3 192	3.8%	317	0.4%	10 361	12.3%	83 938	

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 universities admitted two cohorts of undergraduate students under the old and new academic structures in the 2012/13 academic year.
3. 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.

4. '-' denotes 'nil'.
5. The zero figure quoted in the table represents magnitude of less than 0.5.
6. '*' denotes less than 0.05%.

Abbreviations:

CityU	City University of Hong Kong	HKBU	Hong Kong Baptist University
LU	Lingnan University	CUHK	The Chinese University of Hong Kong
EdUHK	The Education University of Hong Kong	PolyU	The Hong Kong Polytechnic University
HKUST	The Hong Kong University of Sciences and Technology	HKU	The University of Hong Kong

Annex C

**Number of Local Students and Non-local Students of UGC-funded Taught Postgraduate Programmes by University, Mode of Study
Broad Academic Programme Category and Place of Origin, 2012/13 to 2016/17 Academic Years**

(Headcount)

Academic Year	University	Mode of Study	Broad Academic Programme Category	Place of Origin										
				Local Students		Non-local Students								Total
						The Mainland of China		Other Places in Asia		The Rest of the World		Overall Sub-total		
2012/13	CityU	Full-time	Social Sciences	45	84.9%	3	5.7%	1	1.9%	4	7.5%	8	15.1%	53
		Overall Sub-total		45	84.9%	3	5.7%	1	1.9%	4	7.5%	8	15.1%	53
		Overall Sub-total			45	84.9%	3	5.7%	1	1.9%	4	7.5%	8	15.1%
	HKBU	Full-time	Education	13	100.0%	-	-	-	-	-	-	-	-	13
		Overall Sub-total		13	100.0%	-	-	-	-	-	-	-	-	13
		Part-time	Education	480	99.8%	1	0.2%	-	-	-	-	1	0.2%	481
		Overall Sub-total		480	99.8%	1	0.2%	-	-	-	-	1	0.2%	481
	Overall Sub-total			493	99.8%	1	0.2%	-	-	-	-	1	0.2%	494
	CUHK	Full-time	Engineering and Technology	74	84.1%	11	12.5%	2	2.3%	1	1.1%	14	15.9%	88
			Social Sciences	65	94.2%	2	2.9%	1	1.4%	1	1.4%	4	5.8%	69
			Education	220	100.0%	-	-	-	-	-	-	-	-	220
		Overall Sub-total		359	95.2%	13	3.4%	3	0.8%	2	0.5%	18	4.8%	377
		Part-time	Education	843	100.0%	-	-	-	-	-	-	-	-	843
		Overall Sub-total		843	100.0%	-	-	-	-	-	-	-	-	843
	Overall Sub-total			1 202	98.5%	13	1.1%	3	0.2%	2	0.2%	18	1.5%	1 220
	EdUHK	Full-time	Sciences	23	95.7%	1	3.5%	-	-	0	0.8%	1	4.3%	24
			Social Sciences	2	94.7%	0	4.8%	-	-	0	0.5%	0	5.3%	2
			Arts and Humanities	41	95.2%	2	4.1%	-	-	0	0.7%	2	4.8%	43
			Education	75	95.2%	3	4.2%	-	-	1	0.7%	4	4.8%	79
		Overall Sub-total		141	95.3%	6	4.1%	-	-	1	0.7%	7	4.7%	148
		Part-time	Sciences	90	100.0%	-	-	-	-	-	-	-	-	90
			Business and Management	6	100.0%	-	-	-	-	-	-	-	-	6
			Social Sciences	10	100.0%	-	-	-	-	-	-	-	-	10
			Arts and Humanities	101	100.0%	-	-	-	-	-	-	-	-	101
			Education	513	100.0%	-	-	-	-	-	-	-	-	513
		Overall Sub-total		720	100.0%	-	-	-	-	-	-	-	-	720
		Overall Sub-total			861	99.2%	6	0.7%	-	-	1	0.1%	7	0.8%

Academic Year	University	Mode of Study	Broad Academic Programme Category	Place of Origin										
				Local Students		Non-local Students								Total
						The Mainland of China		Other Places in Asia		The Rest of the World		Overall Sub-total		
	PolyU	Full-time	Social Sciences	14	100.0%	-	-	-	-	-	-	-	-	14
		Overall Sub-total		14	100.0%	-	-	-	-	-	-	-	-	14
		Part-time	Medicine, Dentistry and Health	1	100.0%	-	-	-	-	-	-	-	-	1
			Engineering and Technology	1	100.0%	-	-	-	-	-	-	-	-	1
			Business and Management	0	100.0%	-	-	-	-	-	-	-	-	0
		Overall Sub-total		2	100.0%	-	-	-	-	-	-	-	-	2
	Overall Sub-total			16	100.0%	-	-	-	-	-	-	-	-	16
	HKU	Full-time	Medicine, Dentistry and Health	10	100.0%	-	-	-	-	-	-	-	-	10
			Engineering and Technology	172	79.6%	34	15.7%	7	3.2%	3	1.4%	44	20.4%	216
			Social Sciences	169	91.8%	5	2.7%	8	4.3%	2	1.1%	15	8.2%	184
			Education	120	99.2%	-	-	-	-	1	0.8%	1	0.8%	121
		Overall Sub-total		471	88.7%	39	7.3%	15	2.8%	6	1.1%	60	11.3%	531
		Part-time	Social Sciences	27	100.0%	-	-	-	-	-	-	-	-	27
			Education	512	100.0%	-	-	-	-	-	-	-	-	512
		Overall Sub-total		539	100.0%	-	-	-	-	-	-	-	-	539
	Overall Sub-total			1 010	94.4%	39	3.6%	15	1.4%	6	0.6%	60	5.6%	1 070
Total				3 627	97.5%	62	1.7%	19	0.5%	13	0.3%	94	2.5%	3 721
2013/14	CityU	Full-time	Social Sciences	48	90.6%	4	7.5%	-	-	1	1.9%	5	9.4%	53
		Overall Sub-total		48	90.6%	4	7.5%	-	-	1	1.9%	5	9.4%	53
	Overall Sub-total			48	90.6%	4	7.5%	-	-	1	1.9%	5	9.4%	53
	HKBU	Full-time	Education	13	100.0%	-	-	-	-	-	-	-	-	13
		Overall Sub-total		13	100.0%	-	-	-	-	-	-	-	-	13
		Part-time	Education	422	100.0%	-	-	-	-	-	-	-	-	422
		Overall Sub-total		422	100.0%	-	-	-	-	-	-	-	-	422
	Overall Sub-total			435	100.0%	-	-	-	-	-	-	-	-	435
	CUHK	Full-time	Engineering and Technology	70	84.3%	12	14.5%	1	1.2%	-	-	13	15.7%	83
			Social Sciences	73	97.3%	1	1.3%	1	1.3%	-	-	2	2.7%	75
			Education	198	100.0%	-	-	-	-	-	-	-	-	198
		Overall Sub-total		341	95.8%	13	3.7%	2	0.6%	-	-	15	4.2%	356
		Part-time	Education	707	100.0%	-	-	-	-	-	-	-	-	707
		Overall Sub-total		707	100.0%	-	-	-	-	-	-	-	-	707
	Overall Sub-total			1 048	98.6%	13	1.2%	2	0.2%	-	-	15	1.4%	1 063

Academic Year	University	Mode of Study	Broad Academic Programme Category	Place of Origin											
				Local Students		Non-local Students								Total	
						The Mainland of China		Other Places in Asia		The Rest of the World		Overall Sub-total			
	EdUHK	Full-time	Sciences	18	96.9%	0	2.4%	0	0.7%	-	-	1	3.1%	19	
			Social Sciences	2	96.5%	0	3.2%	0	0.3%	-	-	0	3.5%	3	
			Arts and Humanities	44	96.8%	1	2.6%	0	0.6%	-	-	1	3.2%	46	
			Education	86	96.8%	2	2.6%	1	0.6%	-	-	3	3.2%	89	
		Overall Sub-total			151	96.8%	4	2.6%	1	0.6%	-	-	5	3.2%	156
		Part-time	Sciences	90	100.0%	-	-	-	-	-	-	-	-	-	90
			Business and Management	7	100.0%	-	-	-	-	-	-	-	-	-	7
			Social Sciences	12	100.0%	-	-	-	-	-	-	-	-	-	12
			Arts and Humanities	109	100.0%	-	-	-	-	-	-	-	-	-	109
			Education	486	100.0%	-	-	-	-	-	-	-	-	-	486
		Overall Sub-total			703	100.0%	-	-	-	-	-	-	-	-	703
	Overall Sub-total			854	99.4%	4	0.5%	1	0.1%	-	-	5	0.6%	859	
	PolyU	Full-time	Social Sciences	15	100.0%	-	-	-	-	-	-	-	-	15	
		Overall Sub-total			15	100.0%	-	-	-	-	-	-	-	15	
	Overall Sub-total			15	100.0%	-	-	-	-	-	-	-	-	15	
	HKU	Full-time	Medicine, Dentistry and Health	13	92.9%	1	7.1%	-	-	-	-	1	7.1%	14	
			Engineering and Technology	147	69.0%	56	26.3%	4	1.9%	6	2.8%	66	31.0%	213	
			Social Sciences	167	91.3%	7	3.8%	6	3.3%	3	1.6%	16	8.7%	183	
			Education	110	97.3%	1	0.9%	1	0.9%	1	0.9%	3	2.7%	113	
		Overall Sub-total			437	83.6%	65	12.4%	11	2.1%	10	1.9%	86	16.4%	523
		Part-time	Social Sciences	22	100.0%	-	-	-	-	-	-	-	-	-	22
			Education	457	100.0%	-	-	-	-	-	-	-	-	-	457
		Overall Sub-total			479	100.0%	-	-	-	-	-	-	-	-	479
	Overall Sub-total			916	91.4%	65	6.5%	11	1.1%	10	1.0%	86	8.6%	1 002	
Total				3 316	96.8%	86	2.5%	14	0.4%	11	0.3%	111	3.2%	3 427	
2014/15	CityU	Full-time	Social Sciences	45	84.9%	4	7.5%	2	3.8%	2	3.8%	8	15.1%	53	
		Overall Sub-total			45	84.9%	4	7.5%	2	3.8%	2	3.8%	8	15.1%	53
		Overall Sub-total			45	84.9%	4	7.5%	2	3.8%	2	3.8%	8	15.1%	53
	HKBU	Full-time	Education	10	100.0%	-	-	-	-	-	-	-	-	10	
		Overall Sub-total			10	100.0%	-	-	-	-	-	-	-	10	
		Part-time	Education	431	100.0%	-	-	-	-	-	-	-	-	431	
		Overall Sub-total			431	100.0%	-	-	-	-	-	-	-	431	

Academic Year	University	Mode of Study	Broad Academic Programme Category	Place of Origin											
				Local Students		Non-local Students								Total	
						The Mainland of China		Other Places in Asia		The Rest of the World		Overall Sub-total			
	Overall Sub-total			441	100.0%	-	-	-	-	-	-	-	-	441	
	CUHK	Full-time	Engineering and Technology	79	92.9%	5	5.9%	1	1.2%	-	-	6	7.1%	85	
			Social Sciences	72	98.6%	1	1.4%	-	-	-	-	1	1.4%	73	
			Education	209	100.0%	-	-	-	-	-	-	-	-	209	
		Overall Sub-total			360	98.1%	6	1.6%	1	0.3%	-	-	7	1.9%	367
		Part-time	Education	735	100.0%	-	-	-	-	-	-	-	-	735	
		Overall Sub-total			735	100.0%	-	-	-	-	-	-	-	-	735
	Overall Sub-total			1 095	99.4%	6	0.5%	1	0.1%	-	-	7	0.6%	1 102	
	EdUHK	Full-time	Sciences	18	98.4%	0	1.6%	-	-	-	-	0	1.6%	18	
			Social Sciences	16	98.0%	0	2.0%	-	-	-	-	0	2.0%	16	
			Arts and Humanities	45	98.1%	1	1.9%	-	-	-	-	1	1.9%	46	
			Education	77	98.1%	1	1.9%	-	-	-	-	1	1.9%	79	
		Overall Sub-total			156	98.1%	3	1.9%	-	-	-	-	3	1.9%	159
		Part-time	Sciences	71	100.0%	-	-	-	-	-	-	-	-	-	71
			Social Sciences	61	100.0%	-	-	-	-	-	-	-	-	-	61
			Arts and Humanities	106	100.0%	-	-	-	-	-	-	-	-	-	106
			Education	492	100.0%	-	-	-	-	-	-	-	-	-	492
		Overall Sub-total			730	100.0%	-	-	-	-	-	-	-	-	730
	Overall Sub-total			886	99.7%	3	0.3%	-	-	-	-	3	0.3%	889	
	PolyU	Full-time	Social Sciences	15	100.0%	-	-	-	-	-	-	-	-	15	
		Overall Sub-total			15	100.0%	-	-	-	-	-	-	-	15	
	Overall Sub-total			15	100.0%	-	-	-	-	-	-	-	-	15	
	HKU	Full-time	Medicine, Dentistry and Health	13	86.7%	1	6.7%	-	-	1	6.7%	2	13.3%	15	
			Engineering and Technology	149	69.3%	53	24.7%	8	3.7%	5	2.3%	66	30.7%	215	
			Social Sciences	167	95.4%	2	1.1%	4	2.3%	2	1.1%	8	4.6%	175	
			Education	114	99.1%	-	-	-	-	1	0.9%	1	0.9%	115	
		Overall Sub-total			443	85.2%	56	10.8%	12	2.3%	9	1.7%	77	14.8%	520
		Part-time	Social Sciences	20	100.0%	-	-	-	-	-	-	-	-	-	20
			Education	435	100.0%	-	-	-	-	-	-	-	-	-	435
		Overall Sub-total			455	100.0%	-	-	-	-	-	-	-	-	455
	Overall Sub-total			898	92.1%	56	5.7%	12	1.2%	9	0.9%	77	7.9%	975	
Overall Total			3 380	97.3%	69	2.0%	15	0.4%	11	0.3%	95	2.7%	3 475		

Academic Year	University	Mode of Study	Broad Academic Programme Category	Place of Origin										
				Local Students		Non-local Students								Total
						The Mainland of China		Other Places in Asia		The Rest of the World		Overall Sub-total		
2015/16	CityU	Full-time	Social Sciences	46	86.8%	-	-	4	7.5%	3	5.7%	7	13.2%	53
		Overall Sub-total		46	86.8%	-	-	4	7.5%	3	5.7%	7	13.2%	53
	Overall Sub-total			46	86.8%	-	-	4	7.5%	3	5.7%	7	13.2%	53
	HKBU	Full-time	Education	13	100.0%	-	-	-	-	-	-	-	-	13
		Overall Sub-total		13	100.0%	-	-	-	-	-	-	-	-	13
		Part-time	Education	426	99.8%	1	0.2%	-	-	-	-	1	0.2%	427
		Overall Sub-total		426	99.8%	1	0.2%	-	-	-	-	1	0.2%	427
	Overall Sub-total			439	99.8%	1	0.2%	-	-	-	-	1	0.2%	440
	CUHK	Full-time	Engineering and Technology	80	100.0%	-	-	-	-	-	-	-	-	80
			Social Sciences	71	94.7%	4	5.3%	-	-	-	-	4	5.3%	75
			Education	209	100.0%	-	-	-	-	-	-	-	-	209
		Overall Sub-total		360	98.9%	4	1.1%	-	-	-	-	4	1.1%	364
		Part-time	Education	673	100.0%	-	-	-	-	-	-	-	-	673
		Overall Sub-total		673	100.0%	-	-	-	-	-	-	-	-	673
	Overall Sub-total			1 033	99.6%	4	0.4%	-	-	-	-	4	0.4%	1 037
	EdUHK	Full-time	Sciences	22	96.6%	1	2.7%	0	0.7%	-	-	1	3.4%	23
			Social Sciences	15	95.1%	1	4.4%	0	0.6%	-	-	1	4.9%	16
			Arts and Humanities	41	95.4%	2	4.0%	0	0.6%	-	-	2	4.6%	43
			Education	74	95.5%	3	3.9%	0	0.6%	-	-	3	4.5%	77
		Overall Sub-total		152	95.6%	6	3.8%	1	0.6%	-	-	7	4.4%	159
		Part-time	Sciences	86	100.0%	-	-	-	-	-	-	-	-	86
			Business and Management	4	100.0%	-	-	-	-	-	-	-	-	4
			Social Sciences	53	100.0%	-	-	-	-	-	-	-	-	53
			Arts and Humanities	97	100.0%	-	-	-	-	-	-	-	-	97
			Education	495	100.0%	-	-	-	-	-	-	-	-	495
	Overall Sub-total		735	100.0%	-	-	-	-	-	-	-	-	735	
	Overall Sub-total			887	99.2%	6	0.7%	1	0.1%	-	-	7	0.8%	894
	PolyU	Full-time	Social Sciences	13	100.0%	-	-	-	-	-	-	-	-	13
		Overall Sub-total		13	100.0%	-	-	-	-	-	-	-	-	13
	Overall Sub-total			13	100.0%	-	-	-	-	-	-	-	-	13
	HKU	Full-time	Medicine, Dentistry and Health	9	81.8%	1	9.1%	-	-	1	9.1%	2	18.2%	11
			Engineering and Technology	169	78.6%	38	17.7%	6	2.8%	2	0.9%	46	21.4%	215

Academic Year	University	Mode of Study	Broad Academic Programme Category	Place of Origin										
				Local Students		Non-local Students								Total
						The Mainland of China		Other Places in Asia		The Rest of the World		Overall Sub-total		
			Social Sciences	163	95.3%	2	1.2%	3	1.8%	3	1.8%	8	4.7%	171
			Education	123	100.0%	-	-	-	-	-	-	-	-	123
		Overall Sub-total		464	89.2%	41	7.9%	9	1.7%	6	1.2%	56	10.8%	520
		Part-time	Social Sciences	24	100.0%	-	-	-	-	-	-	-	-	24
			Education	440	100.0%	-	-	-	-	-	-	-	-	440
		Overall Sub-total		464	100.0%	-	-	-	-	-	-	-	-	464
		Overall Sub-total		928	94.3%	41	4.2%	9	0.9%	6	0.6%	56	5.7%	984
	Overall Total				3 346	97.8%	52	1.5%	14	0.4%	9	0.3%	75	2.2%
2016/17 (provisional)	CityU	Full-time	Social Sciences	71	100.0%	-	-	-	-	-	-	-	-	71
		Overall Sub-total		71	100.0%	-	-	-	-	-	-	-	-	71
		Overall Sub-total		71	100.0%	-	-	-	-	-	-	-	-	71
	HKBU	Full-time	Education	10	100.0%	-	-	-	-	-	-	-	-	10
		Overall Sub-total		10	100.0%	-	-	-	-	-	-	-	-	10
		Part-time	Education	331	99.7%	1	0.3%	-	-	-	-	1	0.3%	332
		Overall Sub-total		331	99.7%	1	0.3%	-	-	-	-	1	0.3%	332
	Overall Sub-total		341	99.7%	1	0.3%	-	-	-	-	1	0.3%	342	
	CUHK	Full-time	Engineering and Technology	79	100.0%	-	-	-	-	-	-	-	-	79
			Social Sciences	88	96.7%	3	3.3%	-	-	-	-	3	3.3%	91
			Education	199	100.0%	-	-	-	-	-	-	-	-	199
		Overall Sub-total		366	99.2%	3	0.8%	-	-	-	-	3	0.8%	369
		Part-time	Education	555	99.8%	1	0.2%	-	-	-	-	1	0.2%	556
		Overall Sub-total		555	99.8%	1	0.2%	-	-	-	-	1	0.2%	556
	Overall Sub-total		921	99.6%	4	0.4%	-	-	-	-	4	0.4%	925	
	EdUHK	Full-time	Sciences	23	97.0%	1	3.0%	-	-	-	-	1	3.0%	24
			Social Sciences	16	96.9%	1	3.1%	-	-	-	-	1	3.1%	16
			Arts and Humanities	41	97.0%	1	3.0%	-	-	-	-	1	3.0%	43
			Education	88	97.2%	2	2.8%	-	-	-	-	2	2.8%	90
		Overall Sub-total		168	97.1%	5	2.9%	-	-	-	-	5	2.9%	173
		Part-time	Sciences	91	100.0%	-	-	-	-	-	-	-	-	91
			Business and Management	4	100.0%	-	-	-	-	-	-	-	-	4
			Social Sciences	60	100.0%	-	-	-	-	-	-	-	-	60
			Arts and Humanities	92	100.0%	-	-	-	-	-	-	-	-	92

Academic Year	University	Mode of Study	Broad Academic Programme Category	Place of Origin										
				Local Students		Non-local Students								Total
						The Mainland of China		Other Places in Asia		The Rest of the World		Overall Sub-total		
			Education	492	100.0%	-	-	-	-	-	-	-	-	492
		Overall Sub-total		739	100.0%	-	-	-	-	-	-	-	-	739
		Overall Sub-total		907	99.5%	5	0.5%	-	-	-	-	5	0.5%	912
	PolyU	Full-time	Social Sciences	15	100.0%	-	-	-	-	-	-	-	-	15
		Overall sub-total		15	100.0%	-	-	-	-	-	-	-	-	15
		Overall Sub-total		15	100.0%	-	-	-	-	-	-	-	-	15
	HKU	Full-time	Medicine, Dentistry and Health	13	100.0%	-	-	-	-	-	-	-	-	13
			Engineering and Technology	166	78.7%	39	18.5%	5	2.4%	1	0.5%	45	21.3%	211
			Social Sciences	212	96.4%	5	2.3%	3	1.4%	-	-	8	3.6%	220
			Education	101	100.0%	-	-	-	-	-	-	-	-	101
		Overall Sub-total		492	90.3%	44	8.1%	8	1.5%	1	0.2%	53	9.7%	545
		Part-time	Social Sciences	37	100.0%	-	-	-	-	-	-	-	-	37
			Education	365	100.0%	-	-	-	-	-	-	-	-	365
		Overall Sub-total		402	100.0%	-	-	-	-	-	-	-	-	402
	Overall Sub-total		894	94.4%	44	4.6%	8	0.8%	1	0.1%	53	5.6%	947	
Overall Total				3 149	98.0%	54	1.7%	8	0.2%	1	*	63	2.0%	3 212

Notes:

1. The place of origin of non-local students is determined having regard to their nationality.
2. 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.
3. '-' denotes 'nil'.
4. The zero figure quoted in the table represents magnitude of less than 0.5.
5. '*' denotes less than 0.05%.

Abbreviations:

CityU	City University of Hong Kong	HKBU	Hong Kong Baptist University
LU	Lingnan University	CUHK	The Chinese University of Hong Kong
EdUHK	The Education University of Hong Kong	PolyU	The Hong Kong Polytechnic University
HKUST	The Hong Kong University of Sciences and Technology	HKU	The University of Hong Kong

Annex D

**Number of Local Students and Non-local Students of UGC-funded Research Postgraduate Programmes by University, Mode of Study
Broad Academic Programme Category and Place of Origin, 2012/13 to 2016/17 Academic Years**

(Headcount)

Academic Year	University	Mode of Study	Broad Academic Programme Category	Place of Origin										Total	
				Local Students		Non-local Students									
						The Mainland of China		Other Places in Asia		The Rest of the World		Overall Sub-total			
2012/13	CityU	Full-time	Medicine, Dentistry and Health	1	25.0%	3	70.0%	-	-	0	5.0%	3	75.0%	4	
			Sciences	39	19.0%	148	73.0%	10	4.8%	6	3.2%	164	81.0%	203	
			Engineering and Technology	32	13.1%	196	81.3%	9	3.7%	5	1.9%	210	86.9%	241	
			Business and Management	6	5.8%	81	84.0%	3	2.9%	7	7.3%	90	94.2%	96	
			Social Sciences	12	13.8%	54	64.1%	10	12.4%	8	9.8%	73	86.2%	85	
			Arts and Humanities	5	9.3%	40	77.9%	2	3.9%	5	8.8%	46	90.7%	51	
		Overall Sub-total			93	13.7%	521	76.7%	34	5.0%	31	4.6%	586	86.3%	679
		Part-time	Medicine, Dentistry and Health	-	-	-	-	-	-	-	-	-	-	-	-
			Sciences	1	100.0%	-	-	-	-	-	-	-	-	-	1
			Engineering and Technology	0	100.0%	-	-	-	-	-	-	-	-	-	0
			Business and Management	2	100.0%	-	-	-	-	-	-	-	-	-	2
			Social Sciences	0	100.0%	-	-	-	-	-	-	-	-	-	0
			Arts and Humanities	0	100.0%	-	-	-	-	-	-	-	-	-	0
		Overall Sub-total			4	100.0%	-	-	-	-	-	-	-	-	4
	Overall Sub-total			97	14.2%	521	76.3%	34	5.0%	31	4.5%	586	85.8%	683	
	HKBU	Full-time	Medicine, Dentistry and Health	3	25.0%	9	68.8%	-	-	1	6.3%	10	75.0%	13	
			Sciences	24	20.0%	89	73.7%	6	5.3%	1	1.0%	96	80.0%	121	
			Engineering and Technology	0	14.3%	1	71.4%	0	14.3%	-	-	1	85.7%	1	
			Business and Management	2	11.1%	14	77.8%	1	5.6%	1	5.6%	16	88.9%	18	
			Social Sciences	10	30.8%	16	51.0%	3	9.9%	3	8.3%	22	69.2%	31	
			Arts and Humanities	17	37.7%	15	33.9%	5	12.0%	7	16.4%	28	62.3%	45	
			Education	1	10.9%	6	77.0%	-	-	1	12.1%	7	89.1%	8	
		Overall Sub-total			57	24.1%	150	63.3%	16	6.8%	14	5.9%	180	75.9%	237
	Overall Sub-total			57	24.1%	150	63.3%	16	6.8%	14	5.9%	180	75.9%	237	
	LU	Full-time	Business and Management	-	-	17	94.4%	-	-	1	5.6%	18	100.0%	18	
			Social Sciences	7	50.0%	5	35.7%	-	-	2	14.3%	7	50.0%	14	
			Arts and Humanities	14	42.4%	7	21.2%	7	21.2%	5	15.2%	19	57.6%	33	

Academic Year	University	Mode of Study	Broad Academic Programme Category	Place of Origin											
				Local Students		Non-local Students								Total	
						The Mainland of China		Other Places in Asia		The Rest of the World		Overall Sub-total			
		Overall Sub-total		21	32.3%	29	44.6%	7	10.8%	8	12.3%	44	67.7%	65	
	Overall Sub-total			21	32.3%	29	44.6%	7	10.8%	8	12.3%	44	67.7%	65	
	CUHK	Full-time	Medicine, Dentistry and Health	79	24.6%	235	73.3%	4	1.2%	3	0.9%	242	75.4%	321	
			Sciences	183	34.6%	340	64.1%	6	1.1%	1	0.2%	347	65.4%	530	
			Engineering and Technology	40	14.1%	233	83.0%	2	0.7%	6	2.1%	241	85.9%	281	
			Business and Management	7	14.3%	42	85.7%	-	-	-	-	42	85.7%	49	
			Social Sciences	80	27.1%	193	65.4%	10	3.4%	12	4.1%	215	72.9%	295	
			Arts and Humanities	102	41.5%	120	48.8%	17	6.9%	7	2.8%	144	58.5%	247	
			Education	6	11.5%	45	86.5%	-	-	1	1.9%	46	88.5%	52	
		Overall Sub-total		497	28.0%	1 208	68.1%	39	2.2%	30	1.7%	1 277	72.0%	1 774	
		Part-time	Medicine, Dentistry and Health	8	100.0%	-	-	-	-	-	-	-	-	-	8
			Sciences	4	100.0%	-	-	-	-	-	-	-	-	-	4
			Social Sciences	3	100.0%	-	-	-	-	-	-	-	-	-	3
			Arts and Humanities	1	100.0%	-	-	-	-	-	-	-	-	-	1
			Education	-	-	-	-	-	-	-	-	-	-	-	-
		Overall Sub-total		16	100.0%	-	-	-	-	-	-	-	-	-	16
	Overall Sub-total			513	28.7%	1 208	67.5%	39	2.2%	30	1.7%	1 277	71.3%	1 790	
	EdUHK	Full-time	Education	9	25.0%	22	61.1%	3	8.3%	2	5.6%	27	75.0%	36	
		Overall Sub-total		9	25.0%	22	61.1%	3	8.3%	2	5.6%	27	75.0%	36	
	Overall Sub-total			9	25.0%	22	61.1%	3	8.3%	2	5.6%	27	75.0%	36	
	PolyU	Full-time	Medicine, Dentistry and Health	20	39.8%	25	48.9%	6	11.4%	-	-	30	60.2%	51	
			Sciences	45	32.0%	88	63.5%	4	2.8%	2	1.6%	94	68.0%	139	
			Engineering and Technology	67	21.5%	214	68.8%	19	6.1%	11	3.6%	244	78.5%	311	
			Business and Management	9	13.9%	38	60.1%	8	12.2%	9	13.8%	55	86.1%	64	
			Social Sciences	2	7.9%	18	74.1%	2	7.5%	3	10.6%	22	92.1%	24	
			Arts and Humanities	6	16.4%	24	68.6%	3	8.3%	2	6.6%	29	83.6%	35	
		Overall Sub-total		148	23.8%	407	65.3%	41	6.6%	27	4.3%	475	76.2%	623	
		Part-time	Medicine, Dentistry and Health	3	100.0%	-	-	-	-	-	-	-	-	-	3
			Sciences	-	-	-	-	-	-	-	-	-	-	-	-
			Engineering and Technology	-	-	-	-	-	-	-	-	-	-	-	-
			Business and Management	1	100.0%	-	-	-	-	-	-	-	-	-	1
			Social Sciences	1	100.0%	-	-	-	-	-	-	-	-	-	1

Academic Year	University	Mode of Study	Broad Academic Programme Category	Place of Origin											
				Local Students		Non-local Students								Total	
						The Mainland of China		Other Places in Asia		The Rest of the World		Overall Sub-total			
			Arts and Humanities	1	100.0%	-	-	-	-	-	-	-	-	1	
		Overall Sub-total		6	100.0%	-	-	-	-	-	-	-	-	6	
		Overall Sub-total			154	24.5%	407	64.7%	41	6.5%	27	4.3%	475	75.5%	629
	HKUST	Full-time	Sciences	79	17.9%	344	77.6%	8	1.8%	12	2.7%	364	82.1%	443	
			Engineering and Technology	51	8.0%	502	79.0%	61	9.6%	22	3.4%	584	92.0%	635	
			Business and Management	7	10.6%	51	77.3%	8	12.1%	-	-	59	89.4%	66	
			Social Sciences	5	9.7%	45	89.9%	-	-	0	0.4%	45	90.3%	50	
			Arts and Humanities	3	12.5%	18	75.0%	2	8.3%	1	4.2%	21	87.5%	24	
		Overall Sub-total		145	11.9%	959	78.7%	79	6.5%	35	2.9%	1 073	88.1%	1 218	
		Part-time	Sciences	2	100.0%	-	-	-	-	-	-	-	-	-	2
			Engineering and Technology	3	100.0%	-	-	-	-	-	-	-	-	-	3
			Social Sciences	-	-	-	-	-	-	-	-	-	-	-	-
			Arts and Humanities	1	50.0%	1	50.0%	-	-	-	-	1	50.0%	2	
		Overall Sub-total		6	85.7%	1	14.3%	-	-	-	-	1	14.3%	7	
	Overall Sub-total			151	12.3%	960	78.4%	79	6.4%	35	2.9%	1 074	87.7%	1 225	
	HKU	Full-time	Medicine, Dentistry and Health	179	32.0%	329	59.0%	33	5.9%	17	3.1%	380	68.0%	559	
			Sciences	172	32.1%	324	60.3%	24	4.4%	17	3.1%	365	67.9%	537	
			Engineering and Technology	57	13.1%	353	80.7%	21	4.9%	6	1.3%	380	86.9%	437	
			Business and Management	4	13.3%	20	66.7%	2	6.7%	4	13.3%	26	86.7%	30	
			Social Sciences	77	32.0%	128	53.4%	11	4.7%	24	9.8%	163	68.0%	240	
			Arts and Humanities	44	32.5%	57	42.0%	12	9.2%	22	16.3%	91	67.5%	135	
			Education	28	23.2%	73	60.4%	11	9.0%	9	7.4%	93	76.8%	121	
		Overall Sub-total		561	27.3%	1 284	62.4%	115	5.6%	99	4.8%	1 497	72.7%	2 059	
		Part-time	Medicine, Dentistry and Health	21	100.0%	-	-	-	-	-	-	-	-	-	21
			Sciences	6	85.7%	1	14.3%	-	-	-	-	1	14.3%	7	
			Engineering and Technology	12	85.7%	2	14.3%	-	-	-	-	2	14.3%	14	
			Social Sciences	12	92.3%	1	7.7%	-	-	-	-	1	7.7%	13	
			Arts and Humanities	15	100.0%	-	-	-	-	-	-	-	-	15	
			Education	23	92.0%	1	4.0%	1	4.0%	-	-	2	8.0%	25	
		Overall Sub-total		89	93.7%	5	5.2%	1	1.0%	-	-	6	6.3%	95	
	Overall Sub-total			650	30.2%	1 289	59.9%	116	5.4%	99	4.6%	1 503	69.8%	2 154	
Total			1 652	24.2%	4 586	67.3%	335	4.9%	246	3.6%	5 166	75.8%	6 819		

Academic Year	University	Mode of Study	Broad Academic Programme Category	Place of Origin										Total	
				Local Students		Non-local Students									
						The Mainland of China		Other Places in Asia		The Rest of the World		Overall Sub-total			
2013/14	CityU	Full-time	Medicine, Dentistry and Health	2	20.4%	7	68.5%	1	9.3%	0	1.9%	9	79.6%	11	
			Sciences	35	15.5%	160	70.1%	18	7.9%	15	6.5%	192	84.5%	228	
			Engineering and Technology	23	10.6%	168	78.9%	16	7.6%	6	3.0%	191	89.4%	213	
			Business and Management	4	5.2%	69	81.4%	4	5.2%	7	8.3%	80	94.8%	85	
			Social Sciences	8	10.3%	41	53.0%	12	15.8%	16	20.9%	69	89.7%	76	
			Arts and Humanities	5	9.3%	35	69.1%	3	6.4%	8	15.2%	46	90.7%	51	
		Overall Sub-total			77	11.6%	480	72.3%	55	8.3%	52	7.8%	587	88.4%	664
		Part-time	Medicine, Dentistry and Health	-	-	-	-	-	-	-	-	-	-	-	-
			Sciences	-	-	-	-	-	-	-	-	-	-	-	-
			Engineering and Technology	1	100.0%	-	-	-	-	-	-	-	-	-	1
			Business and Management	1	100.0%	-	-	-	-	-	-	-	-	-	1
			Social Sciences	0	100.0%	-	-	-	-	-	-	-	-	-	0
			Arts and Humanities	-	-	-	-	-	-	-	-	-	-	-	-
		Overall Sub-total			2	100.0%	-	-	-	-	-	-	-	-	2
	Overall Sub-total			79	11.9%	480	72.1%	55	8.3%	52	7.8%	587	88.1%	666	
	HKBU	Full-time	Medicine, Dentistry and Health	4	25.0%	11	70.0%	-	-	1	5.0%	12	75.0%	16	
			Sciences	24	19.2%	96	75.6%	5	4.2%	1	0.9%	102	80.8%	127	
			Engineering and Technology	0	12.5%	1	75.0%	0	12.5%	-	-	1	87.5%	1	
			Business and Management	3	18.8%	11	68.8%	1	6.3%	1	6.3%	13	81.3%	16	
			Social Sciences	8	23.7%	19	55.0%	3	8.2%	5	13.2%	26	76.3%	34	
			Arts and Humanities	17	38.0%	16	35.4%	6	12.4%	7	14.2%	28	62.0%	46	
			Education	3	27.3%	6	54.5%	-	-	2	18.2%	8	72.7%	11	
		Overall Sub-total			60	23.9%	160	63.7%	15	6.0%	16	6.4%	191	76.1%	251
	Overall Sub-total			60	23.9%	160	63.7%	15	6.0%	16	6.4%	191	76.1%	251	
	LU	Full-time	Business and Management	1	4.8%	20	95.2%	-	-	-	-	20	95.2%	21	
			Social Sciences	5	31.3%	6	37.5%	-	-	5	31.3%	11	68.8%	16	
Arts and Humanities			18	48.6%	7	18.9%	5	13.5%	7	18.9%	19	51.4%	37		
Overall Sub-total			24	32.4%	33	44.6%	5	6.8%	12	16.2%	50	67.6%	74		
Part-time		Business and Management	1	100.0%	-	-	-	-	-	-	-	-	-	1	
		Social Sciences	-	-	-	-	-	-	-	-	-	-	-	-	
		Arts and Humanities	-	-	-	-	-	-	-	-	-	-	-	-	
Overall Sub-total			1	100.0%	-	-	-	-	-	-	-	-	1		

Academic Year	University	Mode of Study	Broad Academic Programme Category	Place of Origin										
				Local Students		Non-local Students								Total
						The Mainland of China		Other Places in Asia		The Rest of the World		Overall Sub-total		
	Overall Sub-total			25	33.3%	33	44.0%	5	6.7%	12	16.0%	50	66.7%	75
	CUHK	Full-time	Medicine, Dentistry and Health	77	23.2%	243	73.7%	7	2.1%	3	0.9%	253	76.8%	330
			Sciences	172	32.8%	347	66.2%	2	0.4%	3	0.6%	352	67.2%	524
			Engineering and Technology	28	9.5%	259	87.2%	4	1.3%	6	2.0%	269	90.5%	298
			Business and Management	5	9.4%	48	90.6%	-	-	-	-	48	90.6%	53
			Social Sciences	79	27.2%	186	64.1%	12	4.1%	13	4.5%	211	72.8%	290
			Arts and Humanities	96	39.7%	124	51.3%	14	5.8%	8	3.3%	146	60.3%	242
			Education	6	12.2%	41	83.7%	1	2.0%	1	2.0%	43	87.8%	49
		Overall Sub-total		463	25.9%	1 249	69.9%	40	2.2%	34	1.9%	1 323	74.1%	1 786
		Part-time	Medicine, Dentistry and Health	3	100.0%	-	-	-	-	-	-	-	-	3
			Sciences	-	-	-	-	-	-	-	-	-	-	-
			Social Sciences	2	100.0%	-	-	-	-	-	-	-	-	2
			Arts and Humanities	-	-	-	-	-	-	-	-	-	-	-
			Education	-	-	-	-	-	-	-	-	-	-	-
		Overall Sub-total		5	100.0%	-	-	-	-	-	-	-	-	5
	Overall Sub-total			468	26.1%	1 249	69.7%	40	2.2%	34	1.9%	1 323	73.9%	1 791
	EdUHK	Full-time	Education	11	30.6%	20	55.6%	3	8.3%	2	5.6%	25	69.4%	36
		Overall Sub-total		11	30.6%	20	55.6%	3	8.3%	2	5.6%	25	69.4%	36
	Overall Sub-total			11	30.6%	20	55.6%	3	8.3%	2	5.6%	25	69.4%	36
	PolyU	Full-time	Medicine, Dentistry and Health	19	37.0%	29	54.7%	4	7.3%	1	1.1%	33	63.0%	52
			Sciences	47	31.7%	97	65.4%	2	1.3%	2	1.7%	102	68.3%	149
			Engineering and Technology	58	17.2%	243	72.4%	21	6.3%	14	4.0%	278	82.8%	336
			Business and Management	13	19.4%	40	59.0%	9	13.0%	6	8.6%	55	80.6%	68
			Social Sciences	4	19.5%	10	45.1%	2	9.5%	6	25.9%	17	80.5%	22
			Arts and Humanities	8	17.0%	29	58.7%	4	8.3%	8	15.9%	41	83.0%	50
		Overall Sub-total		150	22.2%	448	66.3%	42	6.2%	36	5.3%	526	77.8%	676
		Part-time	Medicine, Dentistry and Health	1	100.0%	-	-	-	-	-	-	-	-	1
			Arts and Humanities	1	100.0%	-	-	-	-	-	-	-	-	1
		Overall Sub-total		2	100.0%	-	-	-	-	-	-	-	-	2
	Overall Sub-total			152	22.4%	448	66.1%	42	6.2%	36	5.3%	526	77.6%	678
	HKUST	Full-time	Sciences	80	16.4%	384	78.4%	13	2.7%	12	2.5%	410	83.6%	490
			Engineering and Technology	62	8.5%	550	75.7%	87	11.9%	29	3.9%	665	91.5%	727

Academic Year	University	Mode of Study	Broad Academic Programme Category	Place of Origin										Total
				Local Students		Non-local Students								
						The Mainland of China		Other Places in Asia		The Rest of the World		Overall Sub-total		
			Business and Management	9	14.5%	45	72.6%	7	11.3%	1	1.6%	53	85.5%	62
			Social Sciences	4	7.5%	48	92.0%	0	0.2%	0	0.4%	48	92.5%	52
			Arts and Humanities	2	10.5%	17	89.5%	-	-	-	-	17	89.5%	19
		Overall Sub-total		157	11.6%	1 044	77.3%	107	7.9%	42	3.1%	1 193	88.4%	1 350
		Part-time	Sciences	-	-	-	-	-	-	-	-	-	-	-
			Engineering and Technology	2	100.0%	-	-	-	-	-	-	-	-	2
			Social Sciences	-	-	-	-	-	-	-	-	-	-	-
			Arts and Humanities	-	-	-	-	-	-	-	-	-	-	-
		Overall Sub-total		2	100.0%	-	-	-	-	-	-	-	-	2
		Overall Sub-total		159	11.8%	1 044	77.2%	107	7.9%	42	3.1%	1 193	88.2%	1 352
	HKU	Full-time	Medicine, Dentistry and Health	181	30.9%	355	60.6%	32	5.5%	17	3.0%	404	69.1%	585
			Sciences	165	30.6%	333	61.9%	24	4.5%	16	3.0%	374	69.4%	538
			Engineering and Technology	50	11.5%	353	81.3%	24	5.5%	7	1.6%	384	88.5%	434
			Business and Management	3	10.3%	23	79.3%	1	3.4%	2	6.9%	26	89.7%	29
			Social Sciences	79	31.9%	131	52.7%	12	4.9%	26	10.5%	169	68.1%	249
			Arts and Humanities	48	31.4%	65	42.5%	11	7.4%	28	18.6%	105	68.6%	152
			Education	25	20.0%	73	58.6%	13	10.3%	14	11.1%	100	80.0%	125
		Overall Sub-total		551	26.1%	1 333	63.1%	117	5.6%	111	5.3%	1 561	73.9%	2 112
		Part-time	Medicine, Dentistry and Health	11	100.0%	-	-	-	-	-	-	-	-	11
			Sciences	2	100.0%	-	-	-	-	-	-	-	-	2
			Engineering and Technology	9	100.0%	-	-	-	-	-	-	-	-	9
			Social Sciences	3	100.0%	-	-	-	-	-	-	-	-	3
			Arts and Humanities	9	100.0%	-	-	-	-	-	-	-	-	9
			Education	18	94.7%	-	-	1	5.3%	-	-	1	5.3%	19
		Overall Sub-total		52	98.1%	-	-	1	1.9%	-	-	1	1.9%	53
		Overall Sub-total		603	27.8%	1 333	61.6%	118	5.5%	111	5.1%	1 562	72.2%	2 165
Overall Total			1 557	22.2%	4 767	68.0%	385	5.5%	305	4.3%	5 457	77.8%	7 014	
2014/15	CityU	Full-time	Medicine, Dentistry and Health	2	13.0%	7	60.9%	3	26.1%	-	-	10	87.0%	12
			Sciences	28	13.8%	155	75.6%	13	6.2%	9	4.5%	177	86.2%	205
			Engineering and Technology	21	7.0%	243	79.3%	28	9.2%	14	4.5%	285	93.0%	306
			Business and Management	6	7.4%	61	75.3%	6	7.4%	8	9.9%	75	92.6%	81
			Social Sciences	6	6.4%	53	56.4%	11	11.4%	24	25.8%	88	93.6%	94

Academic Year	University	Mode of Study	Broad Academic Programme Category	Place of Origin										Total	
				Local Students		Non-local Students									
						The Mainland of China		Other Places in Asia		The Rest of the World		Overall Sub-total			
			Arts and Humanities	7	16.4%	18	41.8%	2	5.2%	16	36.6%	36	83.6%	43	
		Overall Sub-total		70	9.5%	537	72.5%	63	8.5%	71	9.6%	671	90.5%	741	
	Overall Sub-total			70	9.5%	537	72.5%	63	8.5%	71	9.6%	671	90.5%	741	
	HKBU	Full-time	Medicine, Dentistry and Health	4	17.2%	18	75.9%	-	-	2	6.9%	19	82.8%	23	
			Sciences	24	19.7%	93	75.7%	5	4.1%	1	0.5%	99	80.3%	123	
			Engineering and Technology	0	11.1%	1	77.8%	-	-	0	11.1%	1	88.9%	1	
			Business and Management	4	26.7%	8	53.3%	2	13.3%	1	6.7%	11	73.3%	15	
			Social Sciences	13	28.6%	24	53.5%	2	5.1%	6	12.7%	32	71.4%	45	
			Arts and Humanities	24	45.3%	15	29.3%	4	7.1%	10	18.3%	28	54.7%	52	
			Education	4	49.2%	3	34.4%	-	-	1	16.4%	4	50.8%	9	
		Overall Sub-total		73	27.2%	162	60.4%	13	4.9%	20	7.5%	195	72.8%	268	
	Overall Sub-total			73	27.2%	162	60.4%	13	4.9%	20	7.5%	195	72.8%	268	
	LU	Full-time	Business and Management	4	21.1%	15	78.9%	-	-	-	-	15	78.9%	19	
			Social Sciences	6	30.0%	7	35.0%	-	-	7	35.0%	14	70.0%	20	
			Arts and Humanities	16	38.1%	13	31.0%	4	9.5%	9	21.4%	26	61.9%	42	
		Overall Sub-total		26	32.1%	35	43.2%	4	4.9%	16	19.8%	55	67.9%	81	
		Part-time	Business and Management	1	100.0%	-	-	-	-	-	-	-	-	-	1
			Social Sciences	-	-	-	-	-	-	-	-	-	-	-	-
			Arts and Humanities	-	-	-	-	-	-	-	-	-	-	-	-
		Overall Sub-total		1	100.0%	-	-	-	-	-	-	-	-	-	1
	Overall Sub-total			27	32.9%	35	42.7%	4	4.9%	16	19.5%	55	67.1%	82	
	CUHK	Full-time	Medicine, Dentistry and Health	67	19.3%	273	78.1%	5	1.4%	4	1.1%	282	80.7%	349	
			Sciences	162	29.3%	385	69.6%	4	0.7%	2	0.4%	391	70.7%	552	
			Engineering and Technology	28	8.9%	276	88.3%	5	1.6%	4	1.3%	285	91.1%	313	
			Business and Management	2	3.6%	54	96.4%	-	-	-	-	54	96.4%	56	
			Social Sciences	73	26.3%	182	65.5%	8	2.9%	15	5.4%	205	73.7%	278	
			Arts and Humanities	95	41.6%	113	49.6%	9	3.9%	11	4.8%	133	58.4%	229	
			Education	7	14.9%	40	85.1%	-	-	-	-	40	85.1%	47	
		Overall Sub-total		434	23.8%	1 323	72.5%	31	1.7%	36	2.0%	1 390	76.2%	1 824	
		Part-time	Medicine, Dentistry and Health	1	100.0%	-	-	-	-	-	-	-	-	1	
		Overall Sub-total		1	100.0%	-	-	-	-	-	-	-	-	1	
	Overall Sub-total			435	23.8%	1 323	72.5%	31	1.7%	36	2.0%	1 390	76.2%	1 825	

Academic Year	University	Mode of Study	Broad Academic Programme Category	Place of Origin										Total	
				Local Students		Non-local Students									
						The Mainland of China		Other Places in Asia		The Rest of the World		Overall Sub-total			
	EdUHK	Full-time	Education	10	34.5%	13	44.8%	4	13.8%	2	6.9%	19	65.5%	29	
		Overall Sub-total		10	34.5%	13	44.8%	4	13.8%	2	6.9%	19	65.5%	29	
		Overall Sub-total			10	34.5%	13	44.8%	4	13.8%	2	6.9%	19	65.5%	29
	PolyU	Full-time	Medicine, Dentistry and Health	18	32.7%	27	48.4%	8	14.8%	2	4.1%	38	67.3%	56	
			Sciences	50	29.6%	113	67.5%	4	2.2%	1	0.7%	118	70.4%	168	
			Engineering and Technology	49	14.8%	237	72.0%	25	7.6%	18	5.5%	280	85.2%	329	
			Business and Management	9	12.6%	42	59.8%	8	11.7%	11	16.0%	61	87.4%	70	
			Social Sciences	5	20.0%	9	37.6%	2	7.5%	9	34.8%	20	80.0%	25	
			Arts and Humanities	4	9.6%	28	59.2%	4	8.2%	11	23.1%	42	90.4%	47	
		Overall Sub-total		135	19.5%	456	65.7%	51	7.3%	52	7.5%	559	80.5%	694	
	Overall Sub-total			135	19.5%	456	65.7%	51	7.3%	52	7.5%	559	80.5%	694	
	HKUST	Full-time	Sciences	79	15.4%	403	78.7%	16	3.2%	14	2.8%	434	84.6%	513	
			Engineering and Technology	66	9.3%	515	73.3%	90	12.8%	32	4.6%	637	90.7%	703	
			Business and Management	9	12.8%	44	66.6%	12	18.6%	1	2.0%	58	87.2%	67	
			Social Sciences	1	2.4%	52	97.2%	0	0.1%	0	0.3%	52	97.6%	54	
			Arts and Humanities	5	27.8%	13	72.2%	-	-	-	-	13	72.2%	18	
	Overall Sub-total			159	11.7%	1 028	75.9%	119	8.8%	48	3.6%	1 195	88.3%	1 354	
	Overall Sub-total			159	11.7%	1 028	75.9%	119	8.8%	48	3.6%	1 195	88.3%	1 354	
	HKU	Full-time	Medicine, Dentistry and Health	165	28.5%	360	62.4%	34	5.9%	18	3.1%	413	71.5%	578	
			Sciences	148	28.8%	329	64.2%	19	3.7%	17	3.3%	365	71.2%	513	
			Engineering and Technology	52	11.6%	369	81.9%	19	4.3%	10	2.2%	398	88.4%	450	
			Business and Management	3	10.0%	24	80.0%	1	3.3%	2	6.7%	27	90.0%	30	
			Social Sciences	71	28.6%	137	55.6%	13	5.4%	26	10.4%	176	71.4%	247	
			Arts and Humanities	55	33.4%	64	38.3%	12	7.2%	35	21.1%	111	66.6%	166	
			Education	17	13.8%	72	58.4%	16	12.7%	19	15.1%	106	86.2%	123	
		Overall Sub-total			510	24.2%	1 355	64.3%	115	5.4%	126	6.0%	1 596	75.8%	2 106
		Part-time	Medicine, Dentistry and Health	4	100.0%	-	-	-	-	-	-	-	-	-	4
			Sciences	1	100.0%	-	-	-	-	-	-	-	-	-	1
			Engineering and Technology	-	-	-	-	-	-	-	-	-	-	-	-
			Social Sciences	2	100.0%	-	-	-	-	-	-	-	-	-	2
			Arts and Humanities	3	100.0%	-	-	-	-	-	-	-	-	-	3
			Education	8	88.9%	-	-	1	11.1%	-	-	1	11.1%	-	9

Academic Year	University	Mode of Study	Broad Academic Programme Category	Place of Origin											
				Local Students		Non-local Students								Total	
						The Mainland of China		Other Places in Asia		The Rest of the World		Overall Sub-total			
		Overall Sub-total		18	94.7%	-	-	1	5.3%	-	-	1	5.3%	19	
	Overall Sub-total			528	24.9%	1 355	63.8%	116	5.4%	126	5.9%	1 597	75.1%	2 125	
Overall Total				1 437	20.2%	4 909	69.0%	400	5.6%	371	5.2%	5 680	79.8%	7 118	
2015/16	CityU	Full-time	Medicine, Dentistry and Health	1	5.3%	12	60.5%	4	21.1%	3	13.2%	18	94.7%	19	
			Sciences	25	11.5%	162	73.9%	16	7.2%	16	7.4%	194	88.5%	219	
			Engineering and Technology	20	5.8%	271	79.0%	35	10.2%	17	5.0%	324	94.2%	343	
			Business and Management	6	6.8%	68	77.3%	8	9.1%	6	6.8%	82	93.2%	88	
			Social Sciences	7	8.0%	45	51.8%	8	8.7%	28	31.5%	80	92.0%	87	
			Arts and Humanities	11	22.1%	17	33.8%	3	6.8%	19	37.2%	39	77.9%	50	
		Overall Sub-total			70	8.7%	575	71.2%	74	9.2%	88	10.9%	737	91.3%	807
		Part-time	Medicine, Dentistry and Health	-	-	-	-	-	-	-	-	-	-	-	-
			Sciences	-	-	-	-	-	-	-	-	-	-	-	-
			Engineering and Technology	1	100.0%	-	-	-	-	-	-	-	-	-	1
			Business and Management	-	-	-	-	-	-	-	-	-	-	-	-
			Social Sciences	-	-	-	-	-	-	-	-	-	-	-	-
			Arts and Humanities	-	-	-	-	-	-	-	-	-	-	-	-
		Overall Sub-total			1	100.0%	-	-	-	-	-	-	-	-	1
	Overall Sub-total			71	8.8%	575	71.1%	74	9.2%	88	10.9%	737	91.2%	808	
	HKBU	Full-time	Medicine, Dentistry and Health	2	8.0%	15	76.0%	2	8.0%	2	8.0%	18	92.0%	20	
			Sciences	22	17.1%	100	78.5%	4	3.5%	1	0.9%	105	82.9%	127	
			Engineering and Technology	0	9.1%	1	63.6%	-	-	0	27.3%	2	90.9%	2	
			Business and Management	7	36.8%	9	47.4%	2	10.5%	1	5.3%	12	63.2%	19	
			Social Sciences	16	34.3%	23	48.2%	2	3.2%	7	14.4%	31	65.7%	48	
			Arts and Humanities	23	40.9%	17	30.6%	4	6.2%	13	22.2%	33	59.1%	56	
			Education	3	57.5%	1	17.5%	-	-	1	25.0%	2	42.5%	6	
		Overall Sub-total			73	26.4%	166	59.9%	13	4.7%	25	9.0%	204	73.6%	277
	Overall Sub-total			73	26.4%	166	59.9%	13	4.7%	25	9.0%	204	73.6%	277	
	LU	Full-time	Business and Management	5	25.0%	14	70.0%	-	-	1	5.0%	15	75.0%	20	
			Social Sciences	5	27.8%	6	33.3%	1	5.6%	6	33.3%	13	72.2%	18	
			Arts and Humanities	12	31.6%	14	36.8%	4	10.5%	8	21.1%	26	68.4%	38	
		Overall Sub-total			22	28.9%	34	44.7%	5	6.6%	15	19.7%	54	71.1%	76
Overall Sub-total			22	28.9%	34	44.7%	5	6.6%	15	19.7%	54	71.1%	76		

Academic Year	University	Mode of Study	Broad Academic Programme Category	Place of Origin										Total
				Local Students		Non-local Students								
						The Mainland of China		Other Places in Asia		The Rest of the World		Overall Sub-total		
	CUHK	Full-time	Medicine, Dentistry and Health	75	19.5%	301	78.1%	5	1.3%	4	1.0%	310	80.5%	386
			Sciences	161	27.9%	401	69.6%	9	1.6%	5	0.9%	416	72.1%	577
			Engineering and Technology	30	8.4%	319	88.7%	7	1.8%	4	1.1%	330	91.6%	360
			Business and Management	7	13.2%	46	86.8%	-	-	-	-	46	86.8%	53
			Social Sciences	79	25.7%	206	67.1%	10	3.3%	12	3.9%	228	74.3%	307
			Arts and Humanities	107	43.1%	117	47.2%	10	4.0%	14	5.6%	141	56.9%	249
			Education	8	18.0%	37	82.0%	-	-	-	-	37	82.0%	45
		Overall Sub-total	468	23.7%	1 428	72.3%	41	2.1%	39	2.0%	1 508	76.3%	1 976	
	Overall Sub-total			468	23.7%	1 428	72.3%	41	2.1%	39	2.0%	1 508	76.3%	1 976
	EdUHK	Full-time	Education	11	28.9%	21	55.3%	4	10.5%	2	5.3%	27	71.1%	38
		Overall Sub-total		11	28.9%	21	55.3%	4	10.5%	2	5.3%	27	71.1%	38
	Overall Sub-total			11	28.9%	21	55.3%	4	10.5%	2	5.3%	27	71.1%	38
	PolyU	Full-time	Medicine, Dentistry and Health	19	35.4%	25	45.0%	9	15.6%	2	4.0%	36	64.6%	55
			Sciences	49	28.3%	121	69.4%	3	1.5%	1	0.7%	125	71.7%	174
			Engineering and Technology	42	12.4%	252	73.6%	29	8.5%	19	5.6%	300	87.6%	342
			Business and Management	10	13.6%	48	65.7%	9	11.9%	6	8.8%	64	86.4%	74
			Social Sciences	5	18.8%	10	42.5%	2	8.9%	7	29.9%	20	81.2%	24
			Arts and Humanities	7	16.7%	23	52.2%	3	6.5%	11	24.6%	37	83.3%	44
		Overall Sub-total	133	18.7%	479	67.2%	54	7.6%	47	6.6%	580	81.3%	713	
	Overall Sub-total			133	18.7%	479	67.2%	54	7.6%	47	6.6%	580	81.3%	713
	HKUST	Full-time	Sciences	74	14.5%	399	78.1%	19	3.8%	19	3.7%	437	85.5%	511
			Engineering and Technology	73	10.0%	532	72.4%	93	12.7%	36	4.8%	661	90.0%	735
			Business and Management	10	15.8%	42	68.9%	8	12.7%	2	2.6%	51	84.2%	61
			Social Sciences	4	6.2%	52	91.5%	0	0.2%	1	2.0%	54	93.8%	57
			Arts and Humanities	10	45.5%	12	54.5%	-	-	-	-	12	54.5%	22
	Overall Sub-total			171	12.3%	1 038	74.9%	121	8.7%	57	4.1%	1 215	87.7%	1 386
	Overall Sub-total			171	12.3%	1 038	74.9%	121	8.7%	57	4.1%	1 215	87.7%	1 386
	HKU	Full-time	Medicine, Dentistry and Health	157	29.3%	336	62.6%	32	6.0%	12	2.2%	380	70.7%	538
			Sciences	143	27.0%	347	65.5%	22	4.1%	18	3.3%	387	73.0%	530
			Engineering and Technology	47	10.4%	381	84.1%	14	3.0%	11	2.4%	406	89.6%	453
			Business and Management	2	7.7%	23	88.5%	1	3.8%	-	-	24	92.3%	26
			Social Sciences	61	25.9%	135	56.9%	13	5.5%	28	11.7%	176	74.1%	238

Academic Year	University	Mode of Study	Broad Academic Programme Category	Place of Origin										Total
				Local Students		Non-local Students								
						The Mainland of China		Other Places in Asia		The Rest of the World		Overall Sub-total		
			Arts and Humanities	54	34.9%	58	37.4%	12	7.7%	31	20.0%	101	65.1%	156
			Education	25	16.1%	91	59.2%	19	12.0%	20	12.7%	129	83.9%	154
		Overall Sub-total		490	23.4%	1 372	65.5%	113	5.4%	119	5.7%	1 603	76.6%	2 093
		Part-time	Medicine, Dentistry and Health	1	100.0%	-	-	-	-	-	-	-	-	1
			Education	2	100.0%	-	-	-	-	-	-	-	-	2
		Overall Sub-total		3	100.0%	-	-	-	-	-	-	-	-	3
	Overall Sub-total			493	23.5%	1 372	65.4%	113	5.4%	119	5.7%	1 603	76.5%	2 096
Overall Total				1 442	19.6%	5 112	69.4%	424	5.8%	392	5.3%	5 928	80.4%	7 370
2016/17 (provisional)	CityU	Full-time	Medicine, Dentistry and Health	2	4.9%	18	57.4%	8	24.6%	4	13.1%	29	95.1%	31
			Sciences	30	11.1%	198	73.1%	26	9.5%	17	6.4%	240	88.9%	270
			Engineering and Technology	21	5.3%	302	77.4%	45	11.5%	23	5.8%	370	94.7%	390
			Business and Management	6	6.5%	74	79.6%	6	6.5%	7	7.5%	87	93.5%	93
			Social Sciences	9	11.2%	41	52.0%	8	9.4%	22	27.4%	71	88.8%	80
			Arts and Humanities	16	25.4%	32	49.8%	3	3.9%	13	20.8%	47	74.6%	63
		Overall Sub-total		83	9.0%	664	71.6%	94	10.1%	86	9.3%	844	91.0%	927
	Overall Sub-total			83	9.0%	664	71.6%	94	10.1%	86	9.3%	844	91.0%	927
	HKBU	Full-time	Medicine, Dentistry and Health	4	16.7%	15	63.3%	3	13.3%	2	6.7%	20	83.3%	24
			Sciences	19	14.8%	100	79.0%	6	4.6%	2	1.6%	108	85.2%	126
			Engineering and Technology	0	20.0%	1	60.0%	-	-	0	20.0%	1	80.0%	2
			Business and Management	7	36.8%	11	57.9%	1	5.3%	-	-	12	63.2%	19
			Social Sciences	12	30.3%	19	47.8%	3	8.5%	5	13.5%	28	69.7%	40
			Arts and Humanities	19	36.8%	20	38.1%	2	3.0%	12	22.1%	33	63.2%	53
			Education	3	34.7%	4	51.9%	-	-	1	13.4%	5	65.3%	7
	Overall Sub-total		64	23.6%	170	62.7%	15	5.5%	22	8.1%	207	76.4%	271	
	Overall Sub-total			64	23.6%	170	62.7%	15	5.5%	22	8.1%	207	76.4%	271
	LU	Full-time	Business and Management	5	27.8%	9	50.0%	2	11.1%	2	11.1%	13	72.2%	18
			Social Sciences	4	20.0%	6	30.0%	3	15.0%	7	35.0%	16	80.0%	20
			Arts and Humanities	15	44.1%	12	35.3%	1	2.9%	6	17.6%	19	55.9%	34
		Overall Sub-total		24	33.3%	27	37.5%	6	8.3%	15	20.8%	48	66.7%	72
	Overall Sub-total			24	33.3%	27	37.5%	6	8.3%	15	20.8%	48	66.7%	72
	CUHK	Full-time	Medicine, Dentistry and Health	87	21.3%	308	75.3%	9	2.2%	5	1.2%	322	78.7%	409
			Sciences	167	28.4%	406	69.2%	8	1.4%	6	1.0%	420	71.6%	586

Academic Year	University	Mode of Study	Broad Academic Programme Category	Place of Origin										Total
				Local Students		Non-local Students								
						The Mainland of China		Other Places in Asia		The Rest of the World		Overall Sub-total		
			Engineering and Technology	35	9.8%	315	87.7%	8	2.2%	1	0.3%	324	90.2%	359
			Business and Management	9	15.0%	50	83.3%	-	-	1	1.7%	51	85.0%	60
			Social Sciences	81	26.4%	198	64.5%	13	4.2%	15	4.9%	226	73.6%	307
			Arts and Humanities	105	43.7%	117	48.4%	4	1.7%	15	6.2%	136	56.3%	241
			Education	7	17.3%	29	77.3%	2	5.3%	-	-	31	82.7%	38
		Overall Sub-total	490	24.5%	1 422	71.1%	44	2.2%	43	2.2%	1 509	75.5%	1 999	
	Overall Sub-total			490	24.5%	1 422	71.1%	44	2.2%	43	2.2%	1 509	75.5%	1 999
	EdUHK	Full-time	Education	17	27.4%	36	58.1%	7	11.3%	2	3.2%	45	72.6%	62
		Overall Sub-total		17	27.4%	36	58.1%	7	11.3%	2	3.2%	45	72.6%	62
	Overall Sub-total			17	27.4%	36	58.1%	7	11.3%	2	3.2%	45	72.6%	62
	PolyU	Full-time	Medicine, Dentistry and Health	16	30.8%	14	26.0%	16	30.1%	7	13.1%	36	69.2%	52
			Sciences	67	33.2%	124	61.9%	7	3.7%	3	1.2%	134	66.8%	201
			Engineering and Technology	38	11.2%	249	72.2%	31	9.1%	26	7.5%	306	88.8%	344
			Business and Management	6	6.8%	58	69.2%	9	10.4%	11	13.6%	78	93.2%	84
			Social Sciences	2	8.4%	10	46.6%	2	8.2%	8	36.8%	20	91.6%	22
			Arts and Humanities	7	18.0%	22	54.6%	3	7.1%	8	20.3%	33	82.0%	40
		Overall Sub-total		136	18.3%	477	64.1%	68	9.1%	63	8.5%	608	81.7%	744
	Overall Sub-total			136	18.3%	477	64.1%	68	9.1%	63	8.5%	608	81.7%	744
	HKUST	Full-time	Sciences	93	17.5%	397	74.1%	29	5.4%	16	3.1%	442	82.5%	535
			Engineering and Technology	97	12.7%	518	67.7%	109	14.2%	42	5.4%	668	87.3%	765
			Business and Management	11	17.3%	38	57.8%	11	17.4%	5	7.4%	54	82.7%	66
			Social Sciences	9	15.9%	46	83.6%	0	0.4%	0	0.1%	47	84.1%	56
			Arts and Humanities	12	41.4%	15	51.7%	-	-	2	6.9%	17	58.6%	29
		Overall Sub-total		223	15.4%	1 014	69.9%	149	10.3%	65	4.5%	1 228	84.6%	1 451
	Overall Sub-total			223	15.4%	1 014	69.9%	149	10.3%	65	4.5%	1 228	84.6%	1 451
	HKU	Full-time	Medicine, Dentistry and Health	168	30.1%	335	59.9%	39	7.0%	16	2.9%	390	69.9%	558
			Sciences	125	24.9%	328	65.5%	23	4.6%	25	5.0%	376	75.1%	500
			Engineering and Technology	46	10.4%	371	84.3%	13	2.9%	11	2.4%	394	89.6%	440
			Business and Management	4	14.8%	23	85.2%	-	-	-	-	23	85.2%	27
			Social Sciences	61	27.1%	127	56.6%	13	5.9%	23	10.4%	164	72.9%	225
			Arts and Humanities	50	33.3%	59	39.5%	14	9.3%	27	17.9%	100	66.7%	150
			Education	28	20.1%	77	54.9%	18	13.1%	17	11.8%	113	79.9%	141

Academic Year	University	Mode of Study	Broad Academic Programme Category	Place of Origin										Total
				Local Students		Non-local Students								
						The Mainland of China		Other Places in Asia		The Rest of the World		Overall Sub-total		
		Overall Sub-total		482	23.6%	1 320	64.7%	121	5.9%	119	5.8%	1 559	76.4%	2 041
		Overall Sub-total		482	23.6%	1 320	64.7%	121	5.9%	119	5.8%	1 559	76.4%	2 041
Overall Total				1 519	20.1%	5 130	67.8%	504	6.7%	415	5.5%	6 049	79.9%	7 567

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 their normal study periods..
3. 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. Also, if RPg students are financed by universities 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. As such, figures may not add up to the corresponding totals.
4. '-' denotes 'nil'.
5. The zero figure quoted in the table represents magnitude of less than 0.5.
6. '*' denotes less than 0.05%.

Abbreviations:

CityU	City University of Hong Kong	HKBU	Hong Kong Baptist University
LU	Lingnan University	CUHK	The Chinese University of Hong Kong
EdUHK	The Education University of Hong Kong	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**EDB264****(Question Serial No. 2292)**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 non-local students, please set out in table form:

- (1) the number of non-local students pursuing sub-degree programmes funded by the University Grants Committee (UGC) in the past 5 academic years by year, institution, place of origin, mode of study and programme;
- (2) the number of non-local students pursuing UGC-funded undergraduate programmes in the past 5 academic years by year, institution, place of origin, mode of study and programme;
- (3) the number of non-local students pursuing UGC-funded taught postgraduate programmes in the past 5 academic years by year, institution, place of origin, mode of study and programme;
- (4) the number of non-local students pursuing UGC-funded research postgraduate programmes in the past 5 academic years by year, institution, place of origin, mode of study and programme.

Asked by: Hon CHU Hoi-dick (Member Question No. 33)Reply:

- (1) The number of non-local students of University Grants Committee (UGC)-funded sub-degree programmes by university, mode of study, broad academic programme category and place of origin for the 2012/13 to 2016/17 academic years is given at **Annex A**.
- (2) The number of non-local students of UGC-funded undergraduate programmes by university, mode of study, broad academic programme category and place of origin for the 2012/13 to 2016/17 academic years is given at **Annex B**.
- (3) The number of non-local students of UGC-funded taught postgraduate programmes by university, mode of study, broad academic programme category and place of origin for the 2012/13 to 2016/17 academic years is given at **Annex C**.
- (4) The number of non-local students of UGC-funded research postgraduate programmes by university, mode of study, broad academic programme category and place of origin for the 2012/13 to 2016/17 academic years is given at **Annex D**.

**Number of Non-local Students of UGC-funded Sub-degree Programmes by University,
Mode of Study Broad Academic Programme Category and Place of Origin,
2012/13 to 2016/17 Academic Years**

(Headcount)

Academic Year	University	Mode of Study	Broad Academic Programme Category	Place of Origin			
				The Mainland of China	Other Places in Asia	The Rest of the World	Total
2012/13	PolyU	Full-time	Business and Management	-	1	-	1
	Sub-total			-	1	-	1
Total				-	1	-	1
2014/15	PolyU	Full-time	Engineering and Technology	1	-	-	1
			Business and Management	0	-	-	0
			Arts and Humanities	1	-	-	1
		Sub-total			2	-	-
	Sub-total			2	-	-	2
Total				2	-	-	2
2015/16	PolyU	Full-time	Arts and Humanities	1	-	-	1
		Sub-total			1	-	-
	Sub-total			1	-	-	1
Total				1	-	-	1
2016/17 (provisional)	PolyU	Full-time	Engineering and Technology	-	1	-	1
		Sub-total			-	1	-
	Sub-total			-	1	-	1
Total				-	1	-	1

Notes:

1. The place of origin of non-local students is determined having regard to their nationality.
2. No non-local student was admitted to UGC-funded sub-degree programme in 2013/14.
3. 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.
4. ‘-’ denotes nil.
5. The zero figure quoted in the table represents magnitude of less than 0.5.

Abbreviations:

CityU	City University of Hong Kong	HKBU	Hong Kong Baptist University
LU	Lingnan University	CUHK	The Chinese University of Hong Kong
EdUHK	The Education University of Hong Kong	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 UGC-funded Undergraduate Programmes by University,
Mode of Study, Broad Academic Programme Category and Place of Origin,
2012/13 to 2016/17 Academic Years**

(Headcount)

Academic Year	University	Mode of Study	Broad Academic Programme Category	Place of Origin			
				The Mainland of China	Other Places in Asia	The Rest of the World	Total
2012/13	CityU	Full-time	Medicine, Dentistry and Health	0	0	0	1
			Sciences	192	16	2	210
			Engineering and Technology	139	42	2	184
			Business and Management	282	84	18	383
			Social Sciences	97	26	9	132
			Arts and Humanities	84	10	4	98
		Sub-total	794	178	35	1 007	
	Sub-total			794	178	35	1 007
	HKBU	Full-time	Medicine, Dentistry and Health	52	1	-	53
			Sciences	180	1	-	181
			Business and Management	133	2	-	135
			Social Sciences	197	6	-	203
			Arts and Humanities	74	1	-	75
			Education	12	-	-	12
		Sub-total	648	11	-	659	
	Sub-total			648	11	-	659
	LU	Full-time	Business and Management	88	9	3	100
			Social Sciences	39	8	1	48
			Arts and Humanities	31	5	2	38
		Sub-total	158	22	6	186	
	Sub-total			158	22	6	186
	CUHK	Full-time	Medicine, Dentistry and Health	15	7	0	22
			Sciences	299	54	12	365
			Engineering and Technology	265	39	17	321
			Business and Management	509	88	22	620
			Social Sciences	191	41	15	247
			Arts and Humanities	38	17	6	60
		Education	-	-	-	-	
	Sub-total	1 317	246	72	1 635		
	Sub-total			1 317	246	72	1 635
	EdUHK	Full-time	Sciences	24	1	-	25
			Business and Management	1	0	-	2
			Social Sciences	9	0	-	9
			Arts and Humanities	104	3	-	107
			Education	80	3	-	83
		Sub-total	218	7	-	225	
	Sub-total			218	7	-	225
	PolyU	Full-time	Medicine, Dentistry and Health	18	6	5	29
			Sciences	134	14	1	149
			Engineering and Technology	363	42	7	411
			Business and Management	494	85	30	609
			Social Sciences	8	1	-	9
			Arts and Humanities	42	28	3	73
		Sub-total	1 059	176	45	1 280	
	Sub-total			1 059	176	45	1 280
	HKUST	Full-time	Sciences	233	99	19	351
			Engineering and Technology	183	167	13	364
			Business and Management	150	123	40	312
			Social Sciences	57	21	5	82
			Arts and Humanities	46	23	5	73

Academic Year	University	Mode of Study	Broad Academic Programme Category	Place of Origin			
				The Mainland of China	Other Places in Asia	The Rest of the World	Total
			Education	-	-	-	-
		Sub-total		668	433	82	1 183
	Sub-total			668	433	82	1 183
	HKU	Full-time	Medicine, Dentistry and Health	9	27	3	39
			Sciences	282	61	8	351
			Engineering and Technology	345	195	20	560
			Business and Management	312	155	12	479
			Social Sciences	416	200	34	649
			Arts and Humanities	78	29	17	124
			Education	11	10	-	21
		Sub-total		1 453	677	94	2 224
	Sub-total			1 453	677	94	2 224
	Total			6 315	1 750	334	8 399
2013/14	CityU	Full-time	Medicine, Dentistry and Health	1	0	0	1
			Sciences	209	36	4	249
			Engineering and Technology	146	63	5	214
			Business and Management	271	132	16	419
			Social Sciences	96	33	6	135
			Arts and Humanities	86	12	5	104
		Sub-total		810	277	36	1 123
	Sub-total			810	277	36	1 123
	HKBU	Full-time	Medicine, Dentistry and Health	56	1	-	57
			Sciences	183	2	-	185
			Business and Management	140	4	1	144
			Social Sciences	219	3	0	222
			Arts and Humanities	80	1	-	81
			Education	15	-	-	15
		Sub-total		692	11	1	704
	Sub-total			692	11	1	704
	LU	Full-time	Business and Management	81	11	2	94
			Social Sciences	32	7	-	39
			Arts and Humanities	34	1	3	38
		Sub-total		147	19	5	171
	Sub-total			147	19	5	171
	CUHK	Full-time	Medicine, Dentistry and Health	18	8	0	26
			Sciences	312	61	13	386
			Engineering and Technology	269	50	13	332
			Business and Management	529	130	21	681
			Social Sciences	198	54	20	273
			Arts and Humanities	47	25	10	81
			Education	1	1	-	2
		Sub-total		1 374	329	77	1 780
	Sub-total			1 374	329	77	1 780
	EdUHK	Full-time	Sciences	19	1	-	20
			Business and Management	2	0	-	2
			Social Sciences	19	1	-	20
			Arts and Humanities	110	5	-	116
			Education	84	4	-	88
		Sub-total		235	11	-	246
	Sub-total			235	11	-	246
	PolyU	Full-time	Medicine, Dentistry and Health	14	4	3	21
			Sciences	140	18	4	162
			Engineering and Technology	383	48	7	438
			Business and Management	525	120	29	673
			Social Sciences	8	2	0	10
			Arts and Humanities	35	25	2	62

Academic Year	University	Mode of Study	Broad Academic Programme Category	Place of Origin			
				The Mainland of China	Other Places in Asia	The Rest of the World	Total
		Sub-total		1 104	217	44	1 365
	Sub-total			1 104	217	44	1 365
	HKUST	Full-time	Sciences	255	151	24	430
			Engineering and Technology	154	128	8	290
			Business and Management	140	113	31	284
			Social Sciences	71	35	7	114
			Arts and Humanities	74	64	10	148
			Education	-	-	-	-
			Sub-total			694	491
	Sub-total			694	491	80	1 265
	HKU	Full-time	Medicine, Dentistry and Health	10	28	2	40
			Sciences	304	90	11	404
			Engineering and Technology	318	188	11	517
			Business and Management	316	160	14	490
			Social Sciences	425	230	31	686
			Arts and Humanities	82	34	14	129
			Education	11	12	-	22
	Sub-total			1 465	741	82	2 288
	Sub-total			1 465	741	82	2 288
	Total				6 521	2 096	325
2014/15	CityU	Full-time	Medicine, Dentistry and Health	1	1	0	2
			Sciences	207	62	5	274
			Engineering and Technology	135	78	5	218
			Business and Management	285	157	16	458
			Social Sciences	107	42	6	155
			Arts and Humanities	79	21	3	103
		Sub-total			814	360	36
	Sub-total			814	360	36	1 210
	HKBU	Full-time	Medicine, Dentistry and Health	58	2	-	60
			Sciences	194	4	-	198
			Business and Management	146	5	1	152
			Social Sciences	212	3	1	216
			Arts and Humanities	85	1	-	86
		Education	9	-	-	9	
	Sub-total			705	15	2	722
	Sub-total			705	15	2	722
	LU	Full-time	Business and Management	67	9	2	78
			Social Sciences	32	3	-	35
			Arts and Humanities	39	3	1	43
		Sub-total			138	15	3
	Sub-total			138	15	3	156
	CUHK	Full-time	Medicine, Dentistry and Health	21	11	0	32
			Sciences	343	76	13	433
			Engineering and Technology	263	60	12	335
			Business and Management	553	149	21	723
			Social Sciences	210	67	21	298
			Arts and Humanities	52	35	13	100
		Education	1	1	-	1	
	Sub-total			1 443	398	80	1 921
Sub-total			1 443	398	80	1 921	
EdUHK	Full-time	Sciences	19	1	-	19	
		Social Sciences	42	2	-	44	
		Arts and Humanities	109	7	-	116	
		Education	88	4	-	92	
	Sub-total			258	14	-	272
Sub-total			258	14	-	272	

Academic Year	University	Mode of Study	Broad Academic Programme Category	Place of Origin			
				The Mainland of China	Other Places in Asia	The Rest of the World	Total
	PolyU	Full-time	Medicine, Dentistry and Health	10	8	1	19
			Sciences	135	24	4	163
			Engineering and Technology	384	59	6	449
			Business and Management	560	154	32	746
			Social Sciences	7	4	1	12
			Arts and Humanities	43	20	1	64
		Sub-total	1 139	269	46	1 454	
	Sub-total			1 139	269	46	1 454
	HKUST	Full-time	Sciences	188	138	15	342
			Engineering and Technology	206	184	25	415
			Business and Management	195	182	38	415
			Social Sciences	70	35	7	113
			Arts and Humanities	8	4	2	14
			Education	-	-	-	-
		Sub-total	668	543	87	1 298	
	Sub-total			668	543	87	1 298
	HKU	Full-time	Medicine, Dentistry and Health	10	28	3	41
			Sciences	301	108	12	421
			Engineering and Technology	284	189	6	479
			Business and Management	329	162	14	505
			Social Sciences	441	257	32	729
			Arts and Humanities	90	45	8	142
			Education	10	13	-	23
		Sub-total	1 465	802	74	2 341	
	Sub-total			1 465	802	74	2 341
Total				6 630	2 416	328	9 374
2015/16	CityU	Full-time	Medicine, Dentistry and Health	1	0	0	2
			Sciences	210	65	5	280
			Engineering and Technology	153	67	4	223
			Business and Management	291	171	14	476
			Social Sciences	111	45	5	161
			Arts and Humanities	72	30	2	104
		Sub-total	838	379	30	1 247	
	Sub-total			838	379	30	1 247
	HKBU	Full-time	Medicine, Dentistry and Health	57	2	-	59
			Sciences	184	3	-	187
			Business and Management	165	7	2	175
			Social Sciences	217	2	1	220
			Arts and Humanities	93	-	-	93
			Education	11	-	-	11
		Sub-total	727	14	3	744	
	Sub-total			727	14	3	744
	LU	Full-time	Business and Management	66	7	-	73
			Social Sciences	39	7	-	46
			Arts and Humanities	50	2	-	52
		Sub-total	155	16	-	171	
	Sub-total			155	16	-	171
	CUHK	Full-time	Medicine, Dentistry and Health	20	9	1	30
			Sciences	375	83	10	468
			Engineering and Technology	233	75	9	316
			Business and Management	547	192	19	757
Social Sciences			216	87	19	322	
Arts and Humanities			54	43	11	108	
Education			1	1	-	1	
Sub-total		1 445	489	68	2 002		
Sub-total			1 445	489	68	2 002	

Academic Year	University	Mode of Study	Broad Academic Programme Category	Place of Origin			
				The Mainland of China	Other Places in Asia	The Rest of the World	Total
	EdUHK	Full-time	Sciences	24	1	-	25
			Business and Management	2	0	-	2
			Social Sciences	53	3	-	56
			Arts and Humanities	125	8	-	134
			Education	81	4	-	85
		Sub-total	285	17	-	302	
	Sub-total			285	17	-	302
	PolyU	Full-time	Medicine, Dentistry and Health	7	8	1	16
			Sciences	153	30	5	187
			Engineering and Technology	385	81	9	475
			Business and Management	573	181	33	787
			Social Sciences	4	3	2	9
		Arts and Humanities	45	14	3	62	
	Sub-total			1 167	316	53	1 536
	Sub-total			1 167	316	53	1 536
	HKUST	Full-time	Sciences	190	166	11	367
			Engineering and Technology	190	200	30	419
			Business and Management	188	200	37	425
			Social Sciences	76	39	6	120
			Arts and Humanities	9	6	1	15
		Education	-	-	-	-	
	Sub-total			652	611	84	1 347
	Sub-total			652	611	84	1 347
	HKU	Full-time	Medicine, Dentistry and Health	11	25	3	39
			Sciences	320	123	12	456
			Engineering and Technology	270	207	4	481
			Business and Management	332	162	12	506
			Social Sciences	433	278	30	741
			Arts and Humanities	83	43	6	132
			Education	7	12	-	20
		Sub-total			1 457	850	67
	Sub-total			1 457	850	67	2 374
Total				6 726	2 692	305	9 723
2016/17 (provisional)	CityU	Full-time	Medicine, Dentistry and Health	1	4	0	5
			Sciences	217	74	10	302
			Engineering and Technology	151	78	5	234
			Business and Management	281	181	14	476
			Social Sciences	110	51	9	170
			Arts and Humanities	81	31	4	115
		Sub-total	841	419	42	1 302	
	Sub-total			841	419	42	1 302
	HKBU	Full-time	Medicine, Dentistry and Health	57	4	-	61
			Sciences	183	6	-	189
			Business and Management	174	11	2	187
			Social Sciences	212	4	1	218
			Arts and Humanities	108	-	-	108
		Education	6	-	-	6	
	Sub-total			740	25	3	768
	Sub-total			740	25	3	768
	LU	Full-time	Business and Management	52	8	1	61
			Social Sciences	29	6	-	35
			Arts and Humanities	42	2	-	44
		Sub-total			123	16	1
Sub-total			123	16	1	140	
CUHK	Full-time	Medicine, Dentistry and Health	26	11	2	39	
		Sciences	384	120	9	513	

Academic Year	University	Mode of Study	Broad Academic Programme Category	Place of Origin			
				The Mainland of China	Other Places in Asia	The Rest of the World	Total
			Engineering and Technology	217	88	8	312
			Business and Management	577	251	18	845
			Social Sciences	228	93	18	339
			Arts and Humanities	56	46	11	113
			Education	1	1	-	1
		Sub-total	1 488	609	65	2 162	
	Sub-total			1 488	609	65	2 162
	EdUHK	Full-time	Sciences	28	1	-	29
			Business and Management	2	0	-	3
			Social Sciences	55	4	-	59
			Arts and Humanities	153	11	-	164
			Education	102	7	-	109
		Sub-total	340	23	-	363	
	Sub-total			340	23	-	363
	PolyU	Full-time	Medicine, Dentistry and Health	6	8	2	16
			Sciences	168	47	5	220
			Engineering and Technology	399	115	10	524
			Business and Management	580	228	33	842
			Social Sciences	4	3	2	8
		Arts and Humanities	43	33	4	79	
	Sub-total	1 200	433	56	1 689		
	Sub-total			1 200	433	56	1 689
	HKUST	Full-time	Sciences	225	193	16	435
			Engineering and Technology	169	199	28	396
			Business and Management	195	243	35	473
			Social Sciences	72	40	7	119
			Arts and Humanities	9	6	2	17
		Sub-total	670	681	88	1 439	
	Sub-total			670	681	88	1 439
	HKU	Full-time	Medicine, Dentistry and Health	12	35	2	49
			Sciences	343	166	7	516
			Engineering and Technology	254	248	7	509
			Business and Management	344	187	12	543
			Social Sciences	417	298	27	743
			Arts and Humanities	75	42	6	123
			Education	5	10	-	15
		Sub-total	1 450	986	62	2 498	
	Sub-total			1 450	986	62	2 498
Total			6 852	3 192	317	10 361	

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 universities admitted two cohorts of undergraduate students under the old and new academic structures in the 2012/13 academic year.
3. 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.
4. '-' denotes 'nil'.
5. The zero figure quoted in the table represents magnitude of less than 0.5.

Abbreviations:

CityU	City University of Hong Kong	HKBU	Hong Kong Baptist University
LU	Lingnan University	CUHK	The Chinese University of Hong Kong
EdUHK	The Education University of Hong Kong	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 UGC-funded Taught Postgraduate Programmes by
University, Mode of Study, Broad Academic Programme Category and Place of Origin,
2012/13 to 2016/17 Academic Years**

(Headcount)

Academic Year	University	Mode of Study	Broad Academic Programme Category	Place of Origin			
				The Mainland of China	Other Places in Asia	The Rest of the World	Total
2012/13	CityU	Full-time	Social Sciences	3	1	4	8
		Sub-total		3	1	4	8
	Sub-total			3	1	4	8
	HKBU	Part-time	Education	1	-	-	1
		Sub-total		1	-	-	1
	Sub-total			1	-	-	1
	CUHK	Full-time	Engineering and Technology	11	2	1	14
			Social Sciences	2	1	1	4
		Sub-total		13	3	2	18
	Sub-total			13	3	2	18
	EdUHK	Full-time	Sciences	1	-	0	1
			Social Sciences	0	-	0	0
			Arts and Humanities	2	-	0	2
			Education	3	-	1	4
		Sub-total		6	-	1	7
	Sub-total			6	-	1	7
	HKU	Full-time	Engineering and Technology	34	7	3	44
			Social Sciences	5	8	2	15
			Education	-	-	1	1
		Sub-total		39	15	6	60
	Sub-total			39	15	6	60
Total				62	19	13	94
2013/14	CityU	Full-time	Social Sciences	4	-	1	5
		Sub-total		4	-	1	5
	Sub-total			4	-	1	5
	CUHK	Full-time	Engineering and Technology	12	1	-	13
			Social Sciences	1	1	-	2
		Sub-total		13	2	-	15
	Sub-total			13	2	-	15
	EdUHK	Full-time	Sciences	0	0	-	1
			Social Sciences	0	0	-	0
			Arts and Humanities	1	0	-	1
			Education	2	1	-	3
		Sub-total		4	1	-	5
	Sub-total			4	1	-	5
	HKU	Full-time	Medicine, Dentistry and Health	1	-	-	1
			Engineering and Technology	56	4	6	66
			Social Sciences	7	6	3	16
			Education	1	1	1	3
	Sub-total		65	11	10	86	
	Sub-total			65	11	10	86
Total				86	14	11	111
2014/15	CityU	Full-time	Social Sciences	4	2	2	8
		Sub-total		4	2	2	8
	Sub-total			4	2	2	8
	CUHK	Full-time	Engineering and Technology	5	1	-	6
			Social Sciences	1	-	-	1
			Education	-	-	-	-
	Sub-total		6	1	-	7	
Sub-total			6	1	-	7	

Academic Year	University	Mode of Study	Broad Academic Programme Category	Place of Origin			
				The Mainland of China	Other Places in Asia	The Rest of the World	Total
	EdUHK	Full-time	Sciences	0	-	-	0
			Social Sciences	0	-	-	0
			Arts and Humanities	1	-	-	1
			Education	1	-	-	1
		Sub-total	3	-	-	3	
	Sub-total			3	-	-	3
	HKU	Full-time	Medicine, Dentistry and Health	1	-	1	2
			Engineering and Technology	53	8	5	66
			Social Sciences	2	4	2	8
			Education	-	-	1	1
		Sub-total	56	12	9	77	
	Sub-total			56	12	9	77
	Total			69	15	11	95
2015/16	CityU	Full-time	Social Sciences	-	4	3	7
		Sub-total		-	4	3	7
	Sub-total			-	4	3	7
	HKBU	Part-time	Education	1	-	-	1
		Sub-total		1	-	-	1
	Sub-total			1	-	-	1
	CUHK	Full-time	Social Sciences	4	-	-	4
		Sub-total		4	-	-	4
	Sub-total			4	-	-	4
	EdUHK	Full-time	Sciences	1	0	-	1
			Social Sciences	1	0	-	1
			Arts and Humanities	2	0	-	2
			Education	3	0	-	3
		Sub-total	6	1	-	7	
	Sub-total			6	1	-	7
	HKU	Full-time	Medicine, Dentistry and Health	1	-	1	2
			Engineering and Technology	38	6	2	46
			Social Sciences	2	3	3	8
		Sub-total	41	9	6	56	
	Sub-total			41	9	6	56
	Total			52	14	9	75
2016/17 (provisional)	HKBU	Part-time	Education	1	-	-	1
		Sub-total		1	-	-	1
	Sub-total			1	-	-	1
	CUHK	Full-time	Social Sciences	3	-	-	3
			Education	-	-	-	-
		Sub-total	3	-	-	3	
		Part-time	Education	1	-	-	1
			Sub-total		1	-	-
	Sub-total			4	-	-	4
	EdUHK	Full-time	Sciences	1	-	-	1
			Social Sciences	1	-	-	1
			Arts and Humanities	1	-	-	1
			Education	2	-	-	2
		Sub-total	5	-	-	5	
	Sub-total			5	-	-	5
	HKU	Full-time	Medicine, Dentistry and Health	-	-	-	-
			Engineering and Technology	39	5	1	45
			Social Sciences	5	3	-	8
			Education	-	-	-	-
	Sub-total	44	8	1	53		
	Sub-total			44	8	1	53
Total			54	8	1	63	

Notes:

1. The place of origin of non-local students is determined having regard to their nationality.
2. LU and HKUST did not have any UGC-funded taught postgraduate programme from 2012/13 to 2016/17 academic years.
3. PolyU did not admit any non-local student to UGC-funded taught postgraduate programme from 2012/13 to 2016/17 academic years.
4. 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.
5. '-' denotes 'nil'.
6. The zero figure quoted in the table represents magnitude of less than 0.5.

Abbreviations:

CityU	City University of Hong Kong	HKBU	Hong Kong Baptist University
LU	Lingnan University	CUHK	The Chinese University of Hong Kong
EdUHK	The Education University of Hong Kong	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 UGC-funded Research Postgraduate Programmes by
University, Mode of Study, Broad Academic Programme Category and Place of Origin,
2012/13 to 2016/17 Academic Years**

(Headcount)

Academic Year	University	Mode of Study	Broad Academic Programme Category	Place of Origin			
				The Mainland of China	Other Places in Asia	The Rest of the World	Total
2012/13	CityU	Full-time	Medicine, Dentistry and Health	3	-	0	3
			Sciences	148	10	6	164
			Engineering and Technology	196	9	5	210
			Business and Management	81	3	7	90
			Social Sciences	54	10	8	73
			Arts and Humanities	40	2	5	46
		Sub-total	521	34	31	586	
	Sub-total			521	34	31	586
	HKBU	Full-time	Medicine, Dentistry and Health	9	-	1	10
			Sciences	89	6	1	96
			Engineering and Technology	1	0	-	1
			Business and Management	14	1	1	16
			Social Sciences	16	3	3	22
			Arts and Humanities	15	5	7	28
		Education	6	-	1	7	
	Sub-total	150	16	14	180		
	Sub-total			150	16	14	180
	LU	Full-time	Business and Management	17	-	1	18
			Social Sciences	5	-	2	7
			Arts and Humanities	7	7	5	19
		Sub-total	29	7	8	44	
	Sub-total			29	7	8	44
	CUHK	Full-time	Medicine, Dentistry and Health	235	4	3	242
			Sciences	340	6	1	347
			Engineering and Technology	233	2	6	241
			Business and Management	42	-	-	42
			Social Sciences	193	10	12	215
			Arts and Humanities	120	17	7	144
		Education	45	-	1	46	
	Sub-total	1 208	39	30	1 277		
	Sub-total			1 208	39	30	1 277
	EdUHK	Full-time	Education	22	3	2	27
		Sub-total	22	3	2	27	
	Sub-total			22	3	2	27
	PolyU	Full-time	Medicine, Dentistry and Health	25	6	-	30
			Sciences	88	4	2	94
			Engineering and Technology	214	19	11	244
			Business and Management	38	8	9	55
			Social Sciences	18	2	3	22
			Arts and Humanities	24	3	2	29
		Sub-total	407	41	27	475	
	Sub-total			407	41	27	475
	HKUST	Full-time	Sciences	344	8	12	364
			Engineering and Technology	502	61	22	584
			Business and Management	51	8	-	59
			Social Sciences	45	-	0	45
			Arts and Humanities	18	2	1	21
Sub-total		959	79	35	1 073		
Part-time		Arts and Humanities	1	-	-	1	
Sub-total	1	-	-				

Academic Year	University	Mode of Study	Broad Academic Programme Category	Place of Origin			
				The Mainland of China	Other Places in Asia	The Rest of the World	Total
	Sub-total			960	79	35	1 074
	HKU	Full-time	Medicine, Dentistry and Health	329	33	17	380
			Sciences	324	24	17	365
			Engineering and Technology	353	21	6	380
			Business and Management	20	2	4	26
			Social Sciences	128	11	24	163
			Arts and Humanities	57	12	22	91
			Education	73	11	9	93
		Sub-total		1 284	115	99	1 497
		Part-time	Sciences	1	-	-	1
			Engineering and Technology	2	-	-	2
	Social Sciences		1	-	-	1	
	Education		1	1	-	2	
	Sub-total		5	1	-	6	
	Sub-total			1 289	116	99	1 503
Total				4 586	335	246	5 166
2013/14	CityU	Full-time	Medicine, Dentistry and Health	7	1	0	9
			Sciences	160	18	15	192
			Engineering and Technology	168	16	6	191
			Business and Management	69	4	7	80
			Social Sciences	41	12	16	69
			Arts and Humanities	35	3	8	46
		Sub-total		480	55	52	587
	Sub-total			480	55	52	587
	HKBU	Full-time	Medicine, Dentistry and Health	11	-	1	12
			Sciences	96	5	1	102
			Engineering and Technology	1	0	-	1
			Business and Management	11	1	1	13
			Social Sciences	19	3	5	26
			Arts and Humanities	16	6	7	28
		Education	6	-	2	8	
	Sub-total		160	15	16	191	
	Sub-total			160	15	16	191
	LU	Full-time	Business and Management	20	-	-	20
			Social Sciences	6	-	5	11
			Arts and Humanities	7	5	7	19
		Sub-total		33	5	12	50
	Sub-total			33	5	12	50
	CUHK	Full-time	Medicine, Dentistry and Health	243	7	3	253
			Sciences	347	2	3	352
			Engineering and Technology	259	4	6	269
			Business and Management	48	-	-	48
			Social Sciences	186	12	13	211
			Arts and Humanities	124	14	8	146
		Education	41	1	1	43	
	Sub-total		1 249	40	34	1 323	
	Sub-total			1 249	40	34	1 323
	EdUHK	Full-time	Education	20	3	2	25
		Sub-total		20	3	2	25
Sub-total			20	3	2	25	
PolyU	Full-time	Medicine, Dentistry and Health	29	4	1	33	
		Sciences	97	2	2	102	
		Engineering and Technology	243	21	14	278	
		Business and Management	40	9	6	55	
		Social Sciences	10	2	6	17	
		Arts and Humanities	29	4	8	41	

Academic Year	University	Mode of Study	Broad Academic Programme Category	Place of Origin			
				The Mainland of China	Other Places in Asia	The Rest of the World	Total
		Sub-total		448	42	36	526
	Sub-total			448	42	36	526
	HKUST	Full-time	Sciences	384	13	12	410
			Engineering and Technology	550	87	29	665
			Business and Management	45	7	1	53
			Social Sciences	48	0	0	48
			Arts and Humanities	17	-	-	17
			Sub-total		1 044	107	42
		Sub-total			1 044	107	42
	HKU	Full-time	Medicine, Dentistry and Health	355	32	17	404
			Sciences	333	24	16	374
			Engineering and Technology	353	24	7	384
			Business and Management	23	1	2	26
			Social Sciences	131	12	26	169
			Arts and Humanities	65	11	28	105
			Education	73	13	14	100
		Sub-total		1 333	117	111	1 561
		Part-time	Education	-	1	-	1
		Sub-total		-	1	-	1
	Sub-total			1 333	118	111	1 562
Total				4 767	385	305	5 457
2014/15	CityU	Full-time	Medicine, Dentistry and Health	7	3	-	10
			Sciences	155	13	9	177
			Engineering and Technology	243	28	14	285
			Business and Management	61	6	8	75
			Social Sciences	53	11	24	88
			Arts and Humanities	18	2	16	36
		Sub-total		537	63	71	671
	Sub-total			537	63	71	671
	HKBU	Full-time	Medicine, Dentistry and Health	18	-	2	19
			Sciences	93	5	1	99
			Engineering and Technology	1	-	0	1
			Business and Management	8	2	1	11
			Social Sciences	24	2	6	32
			Arts and Humanities	15	4	10	28
		Education	3	-	1	4	
	Sub-total		162	13	20	195	
	Sub-total			162	13	20	195
	LU	Full-time	Business and Management	15	-	-	15
			Social Sciences	7	-	7	14
			Arts and Humanities	13	4	9	26
		Sub-total		35	4	16	55
	Sub-total			35	4	16	55
	CUHK	Full-time	Medicine, Dentistry and Health	273	5	4	282
			Sciences	385	4	2	391
			Engineering and Technology	276	5	4	285
			Business and Management	54	-	-	54
			Social Sciences	182	8	15	205
			Arts and Humanities	113	9	11	133
		Education	40	-	-	40	
	Sub-total		1 323	31	36	1 390	
	Sub-total			1 323	31	36	1 390
	EdUHK	Full-time	Education	13	4	2	19
		Sub-total		13	4	2	19
		Sub-total			13	4	2
	PolyU	Full-time	Medicine, Dentistry and Health	27	8	2	38

Academic Year	University	Mode of Study	Broad Academic Programme Category	Place of Origin				
				The Mainland of China	Other Places in Asia	The Rest of the World	Total	
			Sciences	113	4	1	118	
			Engineering and Technology	237	25	18	280	
			Business and Management	42	8	11	61	
			Social Sciences	9	2	9	20	
			Arts and Humanities	28	4	11	42	
		Sub-total			456	51	52	559
		Sub-total			456	51	52	559
		HKUST	Full-time	Sciences	403	16	14	434
				Engineering and Technology	515	90	32	637
				Business and Management	44	12	1	58
	Social Sciences			52	0	0	52	
	Arts and Humanities			13	-	-	13	
	Sub-total			1 028	119	48	1 195	
	Sub-total			1 028	119	48	1 195	
	HKU	Full-time	Medicine, Dentistry and Health	360	34	18	413	
			Sciences	329	19	17	365	
			Engineering and Technology	369	19	10	398	
			Business and Management	24	1	2	27	
			Social Sciences	137	13	26	176	
			Arts and Humanities	64	12	35	111	
			Education	72	16	19	106	
		Sub-total			1 355	115	126	1 596
		Part-time	Education	-	1	-	1	
		Sub-total			-	1	-	1
	Sub-total			1 355	116	126	1 597	
Total				4 909	400	371	5 680	
2015/16	CityU	Full-time	Medicine, Dentistry and Health	12	4	3	18	
			Sciences	162	16	16	194	
			Engineering and Technology	271	35	17	324	
			Business and Management	68	8	6	82	
			Social Sciences	45	8	28	80	
			Arts and Humanities	17	3	19	39	
		Sub-total			575	74	88	737
	Sub-total			575	74	88	737	
	HKBU	Full-time	Medicine, Dentistry and Health	15	2	2	18	
			Sciences	100	4	1	105	
			Engineering and Technology	1	-	0	2	
			Business and Management	9	2	1	12	
			Social Sciences	23	2	7	31	
			Arts and Humanities	17	4	13	33	
		Education	1	-	1	2		
	Sub-total			166	13	25	204	
	Sub-total			166	13	25	204	
	LU	Full-time	Business and Management	14	-	1	15	
			Social Sciences	6	1	6	13	
			Arts and Humanities	14	4	8	26	
		Sub-total			34	5	15	54
	Sub-total			34	5	15	54	
	CUHK	Full-time	Medicine, Dentistry and Health	301	5	4	310	
			Sciences	401	9	5	416	
			Engineering and Technology	319	7	4	330	
Business and Management			46	-	-	46		
Social Sciences			206	10	12	228		
Arts and Humanities			117	10	14	141		
Education		37	-	-	37			
Sub-total			1 428	41	39	1 508		

Academic Year	University	Mode of Study	Broad Academic Programme Category	Place of Origin			
				The Mainland of China	Other Places in Asia	The Rest of the World	Total
	Sub-total			1 428	41	39	1 508
	EdUHK	Full-time	Education	21	4	2	27
		Sub-total		21	4	2	27
	Sub-total			21	4	2	27
	PolyU	Full-time	Medicine, Dentistry and Health	25	9	2	36
			Sciences	121	3	1	125
			Engineering and Technology	252	29	19	300
			Business and Management	48	9	6	64
			Social Sciences	10	2	7	20
			Arts and Humanities	23	3	11	37
			Sub-total		479	54	47
		Sub-total			479	54	47
	HKUST	Full-time	Sciences	399	19	19	437
			Engineering and Technology	532	93	36	661
			Business and Management	42	8	2	51
			Social Sciences	52	0	1	54
			Arts and Humanities	12	-	-	12
		Sub-total		1 038	121	57	1 215
	Sub-total			1 038	121	57	1 215
	HKU	Full-time	Medicine, Dentistry and Health	336	32	12	380
			Sciences	347	22	18	387
			Engineering and Technology	381	14	11	406
			Business and Management	23	1	-	24
			Social Sciences	135	13	28	176
			Arts and Humanities	58	12	31	101
			Education	91	19	20	129
		Sub-total		1 372	113	119	1 603
	Sub-total			1 372	113	119	1 603
Total			5 112	424	392	5 928	
2016/17 (provisional)	CityU	Full-time	Medicine, Dentistry and Health	18	8	4	29
			Sciences	198	26	17	240
			Engineering and Technology	302	45	23	370
			Business and Management	74	6	7	87
			Social Sciences	41	8	22	71
			Arts and Humanities	32	3	13	47
			Sub-total		664	94	86
		Sub-total			664	94	86
	HKBU	Full-time	Medicine, Dentistry and Health	15	3	2	20
			Sciences	100	6	2	108
			Engineering and Technology	1	-	0	1
			Business and Management	11	1	-	12
			Social Sciences	19	3	5	28
			Arts and Humanities	20	2	12	33
			Education	4	-	1	5
		Sub-total		170	15	22	207
	Sub-total			170	15	22	207
	LU	Full-time	Business and Management	9	2	2	13
			Social Sciences	6	3	7	16
			Arts and Humanities	12	1	6	19
		Sub-total		27	6	15	48
	Sub-total			27	6	15	48
CUHK	Full-time	Medicine, Dentistry and Health	308	9	5	322	
		Sciences	406	8	6	420	
		Engineering and Technology	315	8	1	324	
		Business and Management	50	-	1	51	
		Social Sciences	198	13	15	226	

Academic Year	University	Mode of Study	Broad Academic Programme Category	Place of Origin			
				The Mainland of China	Other Places in Asia	The Rest of the World	Total
			Arts and Humanities	117	4	15	136
			Education	29	2	-	31
		Sub-total	1 422	44	43	1 509	
	Sub-total			1 422	44	43	1 509
	EdUHK	Full-time	Education	36	7	2	45
		Sub-total		36	7	2	45
	Sub-total			36	7	2	45
	PolyU	Full-time	Medicine, Dentistry and Health	14	16	7	36
			Sciences	124	7	3	134
			Engineering and Technology	249	31	26	306
			Business and Management	58	9	11	78
			Social Sciences	10	2	8	20
			Arts and Humanities	22	3	8	33
		Sub-total	477	68	63	608	
	Sub-total			477	68	63	608
	HKUST	Full-time	Sciences	397	29	16	442
			Engineering and Technology	518	109	42	668
			Business and Management	38	11	5	54
			Social Sciences	46	0	0	47
			Arts and Humanities	15	-	2	17
		Sub-total	1 014	149	65	1 228	
	Sub-total			1 014	149	65	1 228
	HKU	Full-time	Medicine, Dentistry and Health	335	39	16	390
			Sciences	328	23	25	376
			Engineering and Technology	371	13	11	394
			Business and Management	23	-	-	23
			Social Sciences	127	13	23	164
			Arts and Humanities	59	14	27	100
			Education	77	18	17	113
		Sub-total	1 320	121	119	1 559	
	Sub-total			1 320	121	119	1 559
Total				5 130	504	415	6 049

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 their normal study periods.
3. 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. Also, if RPg students are financed by universities 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. As such, figures may not add up to the corresponding totals.
4. '-' denotes 'nil'.
5. The zero figure quoted in the table represents magnitude of less than 0.5.

Abbreviations:

CityU	City University of Hong Kong	HKBU	Hong Kong Baptist University
LU	Lingnan University	CUHK	The Chinese University of Hong Kong
EdUHK	The Education University of Hong Kong	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

EDB265

(Question Serial No. 2340)

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 provision of student hostel places of the universities funded by the University Grants Committee (UGC), please set out in table form:

- (1) the number of local applicants for hostel places and their success rates in the past 5 academic years by year and institution;
- (2) the respective numbers and percentages of hostel places for local students and non-local students in the past 5 academic years by year and institution;
- (3) the number of non-local applicants for hostel places and their successful rates in the past 5 academic years by year, institution and place of origin.

Asked by: Hon CHU Hoi-dick (Member Question No. 41)

Reply:

- (1) The number of applications received from local students and their success rates in the past five academic years as advised by the University Grants Committee (UGC)-funded universities are at **Annex A**.
- (2) The number and percentage of hostel places allocated to local and non-local students in the past five academic years as advised by the UGC-funded universities are at **Annex B**.
- (3) The number of applications received from non-local students and their success rates broken down by place of origin in the past five academic years as advised by the UGC-funded universities are at **Annex C**.

Statistics on Allocation of Student Hostel Places to Local Students in the Past Five Academic Years

University	2012/13 academic year		2013/14 academic year		2014/15 academic year	
	Applications ¹		Applications ¹		Applications ¹	
	Number received ²	Success rate	Number received ²	Success rate	Number received ²	Success rate
City University of Hong Kong	4 139	43%	3 903	43%	3 859	42%
Hong Kong Baptist University	2 041	57%	2 350	54%	2 324	55%
Lingnan University	1 985	86%	1 979	85%	1 813	100%
The Chinese University of Hong Kong	7 245	52%	7 291	66%	7 220	73%
The Education University of Hong Kong	2 653	72%	2 052	89%	2 180	82%
The Hong Kong Polytechnic University	3 635	80%	4 065	65%	3 958	63%
The Hong Kong University of Science and Technology	5 179	46%	4 827	55%	4 918	45%
The University of Hong Kong	8 831	34%	6 694	48%	6 421	47%
Total	35 708	52%	33 161	59%	32 693	60%

University	2015/16 academic year		2016/17 academic year	
	Applications ¹		Applications ¹	
	Number received ²	Success rate	Number received ²	Success rate
City University of Hong Kong	3 490	46%	3 254	51%
Hong Kong Baptist University	2 479	51%	2 339	55%
Lingnan University	1 991	100%	2 060	100%
The Chinese University of Hong Kong	7 683	68%	7 084	74%
The Education University of Hong Kong	2 243	77%	1 994	78%
The Hong Kong Polytechnic University	4 422	53%	4 173	47%
The Hong Kong University of Science and Technology	4 832	47%	4 761	49%
The University of Hong Kong	5 906	50%	5 573	53%
Total	33 046	59%	31 238	61%

¹ Including repeated applications from students who have resided in hostels in the past.

² Including applications from local students enrolled in UGC-funded and non-UGC funded programmes.

**Places and Ratio of Hostel Places Allocated to Local and Non-local Students
in the Past Five Academic Years**

University	2012/13 academic year				2013/14 academic year			
	Local Students		Non-local students		Local Students		Non-local students	
	Places allocated	Ratio	Places allocated	Ratio	Places allocated	Ratio	Places allocated	Ratio
City University of Hong Kong	1 788	49%	1 840	51%	1 685	46%	1 945	54%
Hong Kong Baptist University	1 164	50%	1 169	50%	1 267	61%	814	39%
Lingnan University	1 702	81%	400	19%	1 683	79%	444	21%
The Chinese University of Hong Kong	3 756	54%	3 171	46%	4 804	59%	3 352	41%
The Education University of Hong Kong	1 912	85%	344	15%	1 827	82%	388	18%
The Hong Kong Polytechnic University	2 892	58%	2 133	42%	2 623	53%	2 282	47%
The Hong Kong University of Science and Technology	2 388	52%	2 196	48%	2 651	51%	2 497	49%
The University of Hong Kong	3 037	52%	2 783	48%	3 184	54%	2 742	46%
Total	18 639	57%	14 036	43%	19 724	58%	14 464	42%

University	2014/15 academic year				2015/16 academic year			
	Local Students		Non-local students		Local Students		Non-local students	
	Places allocated	Ratio	Places allocated	Ratio	Places allocated	Ratio	Places allocated	Ratio
City University of Hong Kong	1 614	44%	2 025	56%	1 610	44%	2 009	56%
Hong Kong Baptist University	1 276	61%	811	39%	1 276	61%	810	39%
Lingnan University	1 813	74%	629	26%	1 991	83%	399	17%
The Chinese University of Hong Kong	5 271	61%	3 344	39%	5 205	61%	3 270	39%
The Education University of Hong Kong	1 789	81%	412	19%	1 725	81%	399	19%
The Hong Kong Polytechnic University	2 499	50%	2 480	50%	2 353	48%	2 546	52%
The Hong Kong University of Science and Technology	2 202	45%	2 680	55%	2 277	46%	2 680	54%
The University of Hong Kong	3 019	50%	3 026	50%	2 958	50%	3 002	50%
Total	19 483	56%	15 407	44%	19 395	56%	15 115	44%

University	2016/17 academic year			
	Local Students		Non-local students	
	Places allocated	Ratio	Places allocated	Ratio
City University of Hong Kong	1 666	46%	1 939	54%
Hong Kong Baptist University	1 296	62%	799	38%
Lingnan University	2 060	86%	349	14%
The Chinese University of Hong Kong	5 236	61%	3 379	39%
The Education University of Hong Kong	1 561	77%	478	23%
The Hong Kong Polytechnic University	1 978	43%	2 667	57%
The Hong Kong University of Science and Technology	2 312	46%	2 663	54%
The University of Hong Kong	2 935	48%	3 157	52%
Total	19 044	55%	15 431	45%

Note: Including publicly-funded and privately-funded hostel places as well as temporary places available for allocation.

**Statistics on Allocation of Student Hostel Places to Non-local Students by Place of Origin
in the Past Five Academic Years**

University	Place of Origin	2012/13 academic year		
		Applications ¹		
		Number received	Successful number	Success rate
City University of Hong Kong ²	The Mainland of China	1 469	1 275	87%
	Other Places in Asia	289	235	81%
	The Rest of the World	379	330	87%
	Sub-total	2 183	1 840	84%
Hong Kong Baptist University	The Mainland of China	1 600	969	61%
	Other Places in Asia	39	38	97%
	The Rest of the World	168	162	96%
	Sub-total	1 807	1 169	65%
Lingnan University	The Mainland of China	249	249	100%
	Other Places in Asia	60	60	100%
	The Rest of the World	91	91	100%
	Sub-total	400	400	100%
The Chinese University of Hong Kong	The Mainland of China	2 413	2 164	90%
	Other Places in Asia	426	426	100%
	The Rest of the World	583	581	100%
	Sub-total	3 422	3 171	93%
The Education University of Hong Kong ³	The Mainland of China	-	-	-%
	Other Places in Asia	-	-	-%
	The Rest of the World	-	-	-%
	Sub-total	378	344	91%
The Hong Kong Polytechnic University ²	The Mainland of China	2 096	1 675	80%
	Other Places in Asia	226	218	96%
	The Rest of the World	249	240	96%
	Sub-total	2 591	2 133	82%
The Hong Kong University of Science and Technology	The Mainland of China	1 731	1 488	86%
	Other Places in Asia	512	461	90%
	The Rest of the World	268	247	92%
	Sub-total	2 511	2 196	87%
The University of Hong Kong ³	The Mainland of China	-	-	-%
	Other Places in Asia	-	-	-%
	The Rest of the World	-	-	-%
	Sub-total	5 764	2 783	48%
	Total	19 056	14 036	74%

University	Place of Origin	2013/14 academic year		
		Applications ¹		
		Number received	Successful number	Success rate
City University of Hong Kong ²	The Mainland of China	1 514	1 243	82%
	Other Places in Asia	464	370	80%
	The Rest of the World	469	332	71%
	Sub-total	2 480	1 945	78%
Hong Kong Baptist University	The Mainland of China	1 549	614	40%
	Other Places in Asia	43	43	100%
	The Rest of the World	158	157	99%
	Sub-total	1 750	814	47%
Lingnan University	The Mainland of China	276	276	100%
	Other Places in Asia	54	54	100%
	The Rest of the World	114	114	100%
	Sub-total	444	444	100%
The Chinese University of Hong Kong	The Mainland of China	2 549	2 231	88%
	Other Places in Asia	478	478	100%
	The Rest of the World	643	643	100%
	Sub-total	3 670	3 352	91%
The Education University of Hong Kong ³	The Mainland of China	-	-	-%
	Other Places in Asia	-	-	-%
	The Rest of the World	-	-	-%
	Sub-total	388	388	100%
The Hong Kong Polytechnic University ²	The Mainland of China	2 230	1 778	80%
	Other Places in Asia	266	247	93%
	The Rest of the World	267	257	96%
	Sub-total	2 777	2 282	82%
The Hong Kong University of Science and Technology	The Mainland of China	1 932	1 531	79%
	Other Places in Asia	726	594	82%
	The Rest of the World	397	372	94%
	Sub-total	3 055	2 497	82%
The University of Hong Kong ³	The Mainland of China	-	-	-%
	Other Places in Asia	-	-	-%
	The Rest of the World	-	-	-%
	Sub-total	6 389	2 742	43%
	Total	20 953	14 464	69%

University	Place of Origin	2014/15 academic year		
		Applications ¹		
		Number received	Successful number	Success rate
City University of Hong Kong ²	The Mainland of China	1 529	1 246	81%
	Other Places in Asia	583	440	75%
	The Rest of the World	438	339	77%
	Sub-total	2 595	2 025	78%
Hong Kong Baptist University	The Mainland of China	1 500	605	40%
	Other Places in Asia	35	35	100%
	The Rest of the World	171	171	100%
	Sub-total	1 706	811	48%
Lingnan University	The Mainland of China	444	444	100%
	Other Places in Asia	43	43	100%
	The Rest of the World	142	142	100%
	Sub-total	629	629	100%
The Chinese University of Hong Kong	The Mainland of China	2 556	2 394	94%
	Other Places in Asia	480	480	100%
	The Rest of the World	470	470	100%
	Sub-total	3 506	3 344	95%
The Education University of Hong Kong	The Mainland of China	374	373	100%
	Other Places in Asia	26	26	100%
	The Rest of the World	13	13	100%
	Sub-total	413	412	100%
The Hong Kong Polytechnic University ²	The Mainland of China	2 188	1 824	83%
	Other Places in Asia	355	343	97%
	The Rest of the World	319	313	98%
	Sub-total	2 881	2 480	86%
The Hong Kong University of Science and Technology	The Mainland of China	2 411	1 436	60%
	Other Places in Asia	816	722	88%
	The Rest of the World	568	522	92%
	Sub-total	3 795	2 680	71%
The University of Hong Kong ²	The Mainland of China	4 184	1 843	44%
	Other Places in Asia	1 653	722	44%
	The Rest of the World	975	461	47%
	Sub-total	6 875	3 026	44%
	Total	22 400	15 407	69%

University	Place of Origin	2015/16 academic year		
		Applications ¹		
		Number received	Successful number	Success rate
City University of Hong Kong ²	The Mainland of China	1 486	1 206	81%
	Other Places in Asia	599	420	70%
	The Rest of the World	504	383	76%
	Sub-total	2 621	2 009	77%
Hong Kong Baptist University	The Mainland of China	1 331	606	46%
	Other Places in Asia	33	30	91%
	The Rest of the World	174	174	100%
	Sub-total	1 538	810	53%
Lingnan University	The Mainland of China	218	218	100%
	Other Places in Asia	40	40	100%
	The Rest of the World	141	141	100%
	Sub-total	399	399	100%
The Chinese University of Hong Kong	The Mainland of China	2 563	2 139	83%
	Other Places in Asia	552	552	100%
	The Rest of the World	579	579	100%
	Sub-total	3 694	3 270	89%
The Education University of Hong Kong	The Mainland of China	357	350	98%
	Other Places in Asia	33	33	100%
	The Rest of the World	16	16	100%
	Sub-total	406	399	98%
The Hong Kong Polytechnic University ²	The Mainland of China	1 969	1 826	93%
	Other Places in Asia	412	391	95%
	The Rest of the World	339	329	97%
	Sub-total	2 721	2 546	94%
The Hong Kong University of Science and Technology	The Mainland of China	1 822	1 458	80%
	Other Places in Asia	932	758	81%
	The Rest of the World	526	464	88%
	Sub-total	3 280	2 680	82%
The University of Hong Kong ²	The Mainland of China	3 174	1 770	56%
	Other Places in Asia	1 215	792	65%
	The Rest of the World	665	440	66%
	Sub-total	5 095	3 002	59%
	Total	19 754	15 115	77%

University	Place of Origin	2016/17 academic year		
		Applications ¹		
		Number received	Successful number	Success rate
City University of Hong Kong ²	The Mainland of China	1 494	1 136	76%
	Other Places in Asia	590	433	73%
	The Rest of the World	566	370	65%
	Sub-total	2 694	1 939	72%
Hong Kong Baptist University	The Mainland of China	1 043	593	57%
	Other Places in Asia	31	29	94%
	The Rest of the World	179	177	99%
	Sub-total	1 253	799	64%
Lingnan University	The Mainland of China	174	174	100%
	Other Places in Asia	44	44	100%
	The Rest of the World	131	131	100%
	Sub-total	349	349	100%
The Chinese University of Hong Kong	The Mainland of China	2 768	2 372	86%
	Other Places in Asia	679	679	100%
	The Rest of the World	329	328	100%
	Sub-total	3 776	3 379	89%
The Education University of Hong Kong	The Mainland of China	430	424	99%
	Other Places in Asia	36	35	97%
	The Rest of the World	19	19	100%
	Sub-total	485	478	99%
The Hong Kong Polytechnic University ²	The Mainland of China	2 069	1 797	87%
	Other Places in Asia	526	507	96%
	The Rest of the World	378	363	96%
	Sub-total	2 977	2 667	90%
The Hong Kong University of Science and Technology	The Mainland of China	1 796	1 368	76%
	Other Places in Asia	962	832	86%
	The Rest of the World	511	463	91%
	Sub-total	3 269	2 663	81%
The University of Hong Kong ²	The Mainland of China	3 219	1 766	55%
	Other Places in Asia	1 266	844	67%
	The Rest of the World	753	547	73%
	Sub-total	5 260	3 157	60%
	Total	20 063	15 431	77%

¹ Including applications from non-local students enrolled in UGC-funded and non-UGC funded programmes. Exchange students are also included.

² A few applications from non-local applicants who have finally not enrolled are not included due to lack of information on their place of origin.

³ The Education University of Hong Kong and the University of Hong Kong are not able to provide the breakdown information for the 2012/13 and 2013/14 academic years.

- End -

CONTROLLING OFFICER'S REPLY**EDB266****(Question Serial No. 1523)**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 Quality Assurance Council (QAC) is tasked to assist the University Grants Committee (UGC) in discharging its role in quality-related matters in respect of programmes offered at the UGC-funded universities. In this connection, please advise this Committee of:

1. the estimated provision for the QAC in 2017-18;
2. the manpower arrangement in 2017-18; and the adequacy of the present manpower level for undertaking quality audits in ensuring the teaching quality of the UGC-funded universities;
3. the specific work, with examples, of QAC in promoting quality assurance and enhancement in the past 3 years.

Asked by: Hon HO Kai-ming (Member Question No. 49)Reply:

1, 2 and 3:

The Quality Assurance Council (QAC), established under the aegis of the University Grants Committee (UGC), aims to assure that the quality of the educational experience in all programmes at the levels of sub-degree, first degree and above (however funded) offered in UGC-funded universities is sustained and improved, and is at an internationally competitive level.

QAC conducted its first round of quality audits on the eight UGC-funded institutions from 2008 to 2011. All the audit reports and progress reports have been published on the QAC website. The second audit cycle was conducted in 2015 and 2016. As at end February 2017, seven audit reports in the second audit cycle (i.e. The Hong Kong University of Science and Technology, The Chinese University of Hong Kong, Hong Kong Baptist University, The University of Hong Kong, Lingnan University, City University of Hong Kong and The Hong Kong Polytechnic University) have been published.

In 2016, UGC has assumed the role of the overseeing body of the external quality audits on the sub-degree operations of the UGC-funded universities, with the involvement of QAC as the audit operator. The sub-degree audit cycle has commenced in end 2016 with the promulgation of the Audit Manual. The first audit visit is planned to be conducted in end 2017.

The quality audits are conducted by independent Audit Panels appointed by QAC, which consist of local and non-local academics as well as lay auditors (where appropriate). The QAC Register of Auditors comprises local and non-local auditors who are suitable and willing to serve on QAC's audit panels. As at end

February 2017, the QAC Register of Auditors comprises 67 auditors.

QAC is supported by a secretariat with manpower provided from within the UGC Secretariat. The estimated expenditure of audit activities in the 2017-18 financial year is around \$2.51 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**EDB267****(Question Serial No. 1581)**

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 paragraph 5, please set out in table form all the research projects, including their primary areas of research (such as social science, laws, engineering, medical science and arts), amounts of funding approved and funding periods, under the Research Grants Council (RGC) in the 2016-17 financial year, and the measures taken to safeguard against misuse of research funding.

Asked by: Hon IP LAU Suk-ye, Regina (Member Question No. 13)

Reply:

There were 1 277* approved research projects under various funding schemes administered by the Research Grants Council (RGC) in the 2016/17 academic year. Details of these projects including the titles, participating institutions, subject discipline and amount awarded are available at the University Grants Committee's (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.

All the research projects funded by the RGC are monitored to ensure that the projects are proceeding on schedule and that any problems identified are followed up by the Principal Investigator/Project Coordinator (PI/PC). According to the Disbursement, Accounting and Monitoring Arrangements which are also available at the UGC's website (<http://www.ugc.edu.hk/eng/rgc/dama/dama.htm>), the PI/PC of an approved project is required to submit progress reports and a completion report on the project for monitoring and scrutiny by RGC Committee/Subject Panel members. The sponsoring institution is required to manage the projects and expenditures, oversee the procurement of equipment and devices approved under the projects and to put in place a due internal monitoring system. From 2015/16 onwards, project funds of 97% of RGC's research projects are disbursed by instalments. The rest are short-term research projects that last for 12 months or less. The PI/PC concerned should demonstrate satisfactory progress before obtaining further instalments from the RGC. They may also be required to present the progress and achievements at a public symposium or during on-site visits.

* Position up to 28 February 2017.

- End -

CONTROLLING OFFICER'S REPLY**EDB268****(Question Serial No. 1582)**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 paragraph 6, please inform this Committee of the number of associate degree graduates and the percentage of these graduates who were offered senior year undergraduate places in the 2015/16 and 2016/17 financial years.

Asked by: Hon IP LAU Suk-ye, Regina (Member Question No. 14)Reply:

The required information is tabulated below. Universities conduct student admission on an academic year basis and hence student intake statistics cannot be expressed on a financial year basis.

	2015/16	2016/17*
Number of senior year / top-up degree intakes of UGC-funded and self-financing programmes	13 001	12 269
Number of graduates from full-time sub-degree publicly-funded and self-financed programmes in the preceding academic year	26 774	27 297
Number of senior year / top-up degree intakes of UGC-funded and self-financing programmes as a proportion of the number of graduates from full-time sub-degree publicly-funded and self-financed programmes in the preceding academic year	48.6%	44.9%

* Provisional figure.

- End -

CONTROLLING OFFICER'S REPLY

EDB269

(Question Serial No. 2362)

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:

Would the Government please advise on:

the numbers of local and non-local students of the following full-time programmes funded by the University Grants Committee (UGC) in the past 3 years:

- 1) undergraduate programmes
- 2) taught postgraduate programmes
- 3) research postgraduate programmes
- 4) sub-degree programmes

Asked by: Hon LAM Kin-fung, Jeffrey (Member Question No. 40)

Reply:

The number of local students and non-local students of full-time UGC-funded programmes by level of study for the 2014/15 to 2016/17 academic years are in the Annex.

**Number of Local Students and Non-local Students of Full-time UGC-funded Programmes
by Level of Study, 2014/15 to 2016/17 Academic Years**

(Headcount)				
Academic Year	Level of Study	Local Students	Non-local Students	Total
2014/15	Sub-degree	3 993	2	3 995
	Undergraduate	69 995	9 374	79 369
	Taught Postgraduate	1 029	95	1 124
	Research Postgraduate	1 417	5 679	7 097
Total		76 434	15 150	91 585
2015/16	Sub-degree	3 727	1	3 728
	Undergraduate	71 405	9 723	81 128
	Taught Postgraduate	1 048	74	1 122
	Research Postgraduate	1 438	5 928	7 366
Total		77 618	15 726	93 344
2016/17 (provisional)	Sub-degree	3 688	1	3 689
	Undergraduate	72 020	10 361	82 381
	Taught Postgraduate	1 122	61	1 183
	Research Postgraduate	1 519	6 049	7 567
Total		78 349	16 472	94 820

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 their normal study periods.
3. Figures may not add up to the corresponding totals owing to rounding. If RPg students are financed by universities using both UGC and external funds, they will be counted towards different sources on a pro-rata basis.

- End -

CONTROLLING OFFICER'S REPLY**EDB270****(Question Serial No. 2364)**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 time-limited funding of \$140 million earmarked by the University Grants Committee ("UGC"), will the Government advise this Committee of the following:

1. The details and assessment criteria of the competitive allocation mechanism; and how does the UGC ensure that the evaluation will be carried out in a fair and just manner;
2. What is the estimated number of staff involved in handling the funding, and what are their respective ranks and salaries?

Asked by: Hon LAM Kin-fung, Jeffrey (Member Question No. 39)Reply:

In the 2016-19 triennium, the University Grants Committee (UGC) has earmarked a time-limited funding of \$140 million for competitive allocation in teaching and learning projects to incentivise universities in exploring and developing further in the sector-wide strategic areas of teaching and learning, language enhancement and internationalisation under the Funding Scheme for Teaching and Learning Related Proposals in the 2016-19 Triennium (the Funding Scheme). By the deadline of 30 December 2016, we have received a total of 89 proposals. Assessment of the proposals is underway.

1. Under the Funding Scheme, assessment of proposals is conducted by an Assessment Panel. The composition of the Assessment Panel is as follows –
 - (a) A Chairperson (a member of UGC);
 - (b) Two Members of UGC/Quality Assurance Council (QAC); and
 - (c) Two External Reviewers drawn from a pool of six to ten.

Each proposal is assessed by two External Reviewers who are scholars with rich experience in teaching and learning, internationalisation or language enhancement in other jurisdictions. The engagement of External Reviewers can expand the expertise of the Assessment Panel and enhance the credibility of the assessment exercise. As at end February 2017, we have engaged a total of 8 External Reviewers. The External Reviewers are closely involved in the selection process by preparing an analysis of the proposals received, ranking the proposals, and sharing with the Assessment Panel their experience in the promotion of teaching and learning, internationalisation and language enhancement in the higher education sector. UGC/QAC Members of the Assessment Panel would, on the basis of the analysis and recommendations of the External Reviewers, put up a recommendation for each proposal on

whether funding support is to be provided for QAC's consideration. All Members of the Assessment Panel and the External Reviewers are requested to declare any conflict of interest.

The following selection criteria are applied in considering the proposals under the Funding Scheme –

- (a) Relevance: to what extent the proposed project encourages the adoption of necessary pedagogical changes and innovations, enhances student learning experience, enhances internationalisation and/or engagement with Mainland China or enhances students' language abilities;
 - (b) Design: to what extent the project is designed with clear project objectives, specific activities and intended learning outcomes, and includes feasible budgets and timelines;
 - (c) Collaboration: whether the proposed project in itself involves inter-institutional collaboration and/or to what extent it contributes to more effective inter-institutional collaboration in terms of its impact;
 - (d) Influence: whether there is an outreach strategy to share outcomes of the proposed project in UGC/higher education sector, and how well the strategy is formulated;
 - (e) Sustainability and capacity building: whether there is any plan to sustain and scale up the initiative in the future and how well the proposed plan is formulated; and
 - (f) Monitoring and evaluation: whether a suitable mechanism has been put in place and how well it operates to monitor and evaluate the effectiveness and outcome of the proposed project.
2. QAC is supported by the QAC Secretariat. As at end February 2017, the Secretariat was headed by a Deputy Secretary-General, UGC, who was assisted by six non-directorate staff of the UGC Secretariat. The combined Notional Annual Mid-point Salary (NAMS) value of the seven posts was \$6,344,160.

- End -

CONTROLLING OFFICER'S REPLY

EDB271

(Question Serial No. 3062)

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 estimate for the number of officers, annual pay, housing allowances, expenses for duty visits and entertainment expenses for the following posts of the University Grants Committee in 2017-18:

- 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. 43)

Reply:

The estimated number of permanent posts mentioned in the question and the annual salaries in the University Grants Committee (UGC) Secretariat in 2017-18 are tabulated below–

Post/Rank	Number	Total Annual Salary ^{Note}
(a) Secretary-General	1	2,634,000
(b) Deputy Secretary-General	2	4,112,400
(c) Assistant Secretary-General	8	10,911,360
(d) Senior Executive Officer, Executive Officer I and Executive Officer II	18	13,435,620
(e) Statistician, Statistical Officer I and Statistical Officer II	5	3,193,680
(f) Treasury Accountant and Accounting Officer I	4	3,281,880
(g) Senior Clerical Officer and Clerical Officer	4	1,768,500

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 (NCSC) staff in a year to meet changing operational and service needs, e.g. Research Manager, Senior Research Administrator, Research Administrator, Senior Project Officer, Accountant, Information Technology Officer, etc. We are unable to project the number of NCSC staff in the 2017-18 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 NCSC staff.

In 2017-18, officials of the UGC Secretariat will conduct duty visits and consume official meals based on operational needs and will ensure that the expenditures are fully justified and appropriate for the official purpose in question. There is no dedicated provision for expenses for duty visits and entertainment for individual officers.

- End -

CONTROLLING OFFICER'S REPLY**EDB272****(Question Serial No. 1830)**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 publicly-funded programmes in the 2015/16 academic year was 9 799, representing about 11% of the total student enrolment. Please advise this Committee of the following:

- (a) The number of non-local students from the following countries/regions pursuing publicly-funded programmes between 2012 and 2016:

Region/year				
Mainland China				
Taiwan				
Japan and Korea				
Russia				
Middle East				
Eastern Europe				
Western Europe				
Africa				
Oceania				
Southeast Asia				
South America				
North America				
Others				

- (b) Of the figures set out in the above table, the number of non-local students from the following countries/regions pursuing publicly-funded undergraduate programmes:

Region/year				
Mainland China				
Taiwan				
Japan and Korea				
Russia				
Middle East				
Eastern Europe				
Western Europe				

Region/year				
Africa				
Oceania				
Southeast Asia				
South America				
North America				
Others				

- (c) What were the expenses incurred for supporting non-local students from Mainland China to pursue publicly-funded programmes between 2012 and 2016? What is the estimated expenditure for 2017-18?
- (d) In its Report No. 67, the Public Accounts Committee (PAC) of the Legislative Council criticised the University Grants Committee (UGC) for failing to admit more local students with its resources, and questioned whether internationalisation could be achieved through the admission of an excessive number of Mainland students. The PAC found the situation unacceptable. In this connection, what improvement measures will be taken to admit more local students?
- (e) The Government has earmarked \$17.5 million for 2016 to 2018 for competitive allocation under the new consolidated funding scheme of teaching and learning for universities to enhance their efforts in internationalisation and engagement with the Mainland. In this connection, how will the UGC review its mechanism to improve the mix of non-local students and increase the number of non-local students other than Mainland students in response to PAC's recommendations of further internationalisation?

Asked by: Hon MO Claudia (Member Question No. 8)

Reply:

- (a) The numbers of non-local students of UGC-funded programmes by place of origin from the 2012/13 to 2016/17 academic years are set out at **Annex A**.
- (b) The numbers of non-local students of UGC-funded undergraduate programmes by place of origin from the 2012/13 to 2016/17 academic years are set out at **Annex B**.
- (c) Funding provided by the UGC to universities is made in the form of a block grant on the basis of approved student places allocated to the universities. It is not possible to attribute specific amount of funding to non-local students.

It is noteworthy that starting from the 2016/17 academic year, all new non-local students in sub-degree (SD), undergraduate (Ug) and taught postgraduate (TPg) programmes should be admitted through over-enrollment outside the approved UGC-funded student number targets, capped at a level equivalent to the 20% of the approved UGC-funded student number targets for these programmes, by study level. Over-enrolment is allowed on the condition that no extra resources will be provided by the UGC. All non-local students of SD, Ug and TPg programmes are required to pay tuition fee at a level that is at least sufficient to recover all additional direct costs. In other words, no additional resources are involved in over-enrollment of non-local students.

- (d) Student admission is within the autonomy of the UGC-funded universities. In other words, the UGC does not intervene in student admission which is a matter of institutional autonomy.

As mentioned above, starting from 2016/17 academic year, all new non-local students in sub-degree, 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 the 20% of the approved UGC-funded student number targets for these programmes, by study level. Since non-local students are admitted by over-enrolment on top of the approved student number, they will not compete directly with local students. This is to ensure that all precious publicly-funded places, including the 15 000 first-year-first-degree places, are used for admission of local students only.

No additional resources are involved in over-enrolment of non-local students. As such, there will be no unspent resources to admit more local students if the 20% enrolment quota for non-local students admitting into publicly-funded taught programmes had not been used up.

- (e) On internationalisation of UGC-funded universities, the Audit Commission and Public Accounts Committee have recommended further encouraging the universities to continue their efforts to attract more non-local students, in particular those other than Mainland students. The UGC recognises that internationalisation may come in many forms, including international strategies, curriculum development, international networks, non-local student recruitment and integration, and international faculty, etc. Therefore the UGC has all along been encouraging, and will continue to encourage, universities to internationalise in ways that fit their own institutional context. Funding would continue to be provided to universities in the 2016-19 triennium to continue their efforts to attract more diversified sources of non-local students, including setting up of the Hong Kong Pavilion in international education conferences to enable the universities to explore new markets and attract more non-local students from different regions as well as to promote the UGC sector as a united front.

**Number of Non-local Students of UGC-funded Programmes by Place of Origin,
2012/13 to 2016/17 Academic Years**

(headcount)

Place of Origin	Academic Year				
	2012/13	2013/14	2014/15	2015/16	2016/17[#]
The Mainland of China	10 963	11 374	11 610	11 891	12 036
Taiwan	280	374	470	548	602
Japan and Korea	544	723	841	960	1 149
Other parts of Asia	1 281	1 398	1 520	1 622	1 954
Russia	21	24	32	38	44
European Union	286	309	325	311	283
Other European countries	50	52	49	46	49
Africa	49	60	86	104	139
Oceania	20	16	23	29	27
Central and South America	40	39	35	27	31
North America	127	142	160	151	159
Total	13 661	14 510	15 151	15 727	16 474

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 universities admitted two cohorts of undergraduate students under the old and new academic structures in the 2012/13 academic year.
3. [#]Provisional figures.

**Number of Non-local Students of UGC-funded Undergraduate Programmes
by Place of Origin, 2012/13 to 2016/17 Academic Years**

(headcount)

Place of Origin	Academic Year				
	2012/13	2013/14	2014/15	2015/16	2016/17 [#]
The Mainland of China	6 315	6 521	6 630	6 726	6 852
Taiwan	248	341	440	515	572
Japan and Korea	508	690	808	926	1 115
Other parts of Asia	994	1 065	1 168	1 251	1 505
Russia	14	14	19	25	26
European Union	153	145	137	123	122
Other European countries	33	33	29	26	32
Africa	26	19	23	23	28
Oceania	6	11	16	17	14
Central and South America	24	19	18	14	14
North America	78	84	86	77	81
Total	8 399	8 942	9 374	9 723	10 361

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 universities admitted two cohorts of undergraduate students under the old and new academic structures in the 2012/13 academic year.
3. [#] Provisional figures.
4. Figures may not add up to the corresponding totals owing to rounding. If research postgraduate students are financed by universities 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**EDB273****(Question Serial No. 0041)**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:

Last year, around 7 000 students met minimum requirements for university admission, but had not been admitted to undergraduate programmes funded by University Grants Committee. Actually, the number of places for publicly-funded first-year first-degree (FYFD) programmes has been maintained for many years. In this regard, will the Administration inform this Committee :

- (a) whether it will conduct review over the number of places for publicly-funded FYFD programmes; if it will, what factors will be taken into account for consideration; if it will not, of that reasons; and
- (b) given the Administration reiterated that the expected continuing decline in the number of secondary school leavers over the coming decade, whether the said situation will drive the Administration to reduce the number of FYFD places; if yes, the reasons for that?

Asked by: Hon SHEK Lai-him, Abraham (Member Question No. 57)Reply:

(a) & (b)

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 45% of our young people in the relevant cohort now have access to degree-level education. Including sub-degree education, over 70% of them have access to post-secondary education. In 2016/17, there are sufficient publicly-funded and self-financing first-year-first-degree (FYFD) places for all Secondary 6 students who meet the minimum entrance requirements for undergraduate programme admission.

Looking ahead, we expect a continuous drop in the population of the relevant age cohort proceeding to post-secondary education until 2022. The number of secondary school graduates will drop from about 57 000 in 2016 to 43 000 in 2022. Meanwhile, 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, e.g. progressively increasing the number of University Grants Committee (UGC)-funded senior year undergraduate intake places, so that 5 000 meritorious sub-degree graduates will be able to articulate to subsidised degree programmes each year by the 2018/19 academic year. In light of the above, the Government does not see a genuine need to change the number of UGC-funded FYFD places to be offered in the coming years and have maintained it at 15 000 per annum during the 2016/17 to 2018/19 triennium.

Planning for the 2019/20 to 2021/22 triennium will commence later this year to tie in with the academic planning cycle of the UGC-funded universities. During the planning stage, the Government and the UGC will decide on, among other things, the number of UGC-funded FYFD places to be offered in the next triennium.

- End -

CONTROLLING OFFICER'S REPLY

EDB274

(Question Serial No. 0042)

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 noted that the 20% of enrolment quota for non-local students admitting into publicly-funded programmes had not been used up, whether it will consider deploying the unspent resources to admit more local students who met minimum requirements for university admission; if yes, of the details; if no, of that reasons?

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

Reply:

In accordance with the University Grants Committee (UGC)'s Notes on Procedures, over-enrollment of local students not exceeding 4% across the whole university is permitted. Over-enrollment is allowed on the condition that no extra resources will be provided by the UGC. Starting from 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 the 20% of the approved UGC-funded student number targets for these programmes, by study level. All non-local students of these programmes are required to pay tuition fee at a level that is at least sufficient to recover all additional direct costs.

In other words, no additional resources are involved in over-enrollment of both local and non-local students. There will be no unspent resources to admit more local students if the 20% enrolment quota for non-local students admitting into publicly-funded taught programmes had not been used up.

- End -

CONTROLLING OFFICER'S REPLY**EDB275****(Question Serial No. 1724)**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 local students admitted to UGC-funded post-secondary programmes using the DSE (Chinese) qualification through JUPAS in 2016;
- (b) the number of non-Chinese speaking local students admitted to UGC-funded post-secondary programmes using the DSE (Chinese) qualification through JUPAS in 2016;
- (c) the number of local students admitted to UGC-funded post-secondary programmes using the DSE (Chinese) qualification through JUPAS in 2016;
- (d) the number of ethnic minority local students sitting for DSE (Chinese), Applied Learning (Chinese), GCE (A-Level), GCE (AS Level), GCSE and IGCSE for the first time in 2016;
- (e) the number of non-Chinese speaking local students sitting for DSE (Chinese), Applied Learning (Chinese), GCE (A-Level), GCE (AS Level), GCSE and IGCSE for the first time in 2016;
- (f) the number of local students sitting for DSE (Chinese) for the first time in 2016;
- (g) the respective number of ethnic minority local 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 2017;
- (h) the respective number of non-Chinese speaking local 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 2017;

(For (a), (b), (c) and (d)) Highest Chinese qualification used for JUPAS	Number of NCS students in UGC-funded programmes in 2016	Number of ethnic minority students in UGC-funded programmes in 2016
HKDSE (Chinese)		
GCE (A-Level)		
GCE (AS Level)		
GCSE		
IGCSE		

- (i) 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;
- (j) the total number of students admitted to UGC-funded post-secondary programmes through JUPAS in 2016;
- (k) the total number of students admitted to full-time locally-accredited self-financing post-secondary programmes in 2016; and
- (l) the number of ethnic minority students and non-Chinese speaking students, respectively, admitted to full-time locally-accredited self-financing post-secondary programmes in 2016.

Asked by: Hon TO Kun-sun, James (Member Question No. 59)

Reply:

(a), (b), (c), (g), (h), (i) and (j)

In the 2016/17 academic year, 150 local students whose ethnicity and / or spoken language at home is not Chinese (collectively referred to as non-Chinese speaking (NCS) students) were admitted to University Grants Committee (UGC)-funded full-time post-secondary programmes through the Joint University Programmes Admissions System (JUPAS).

In the 2016/17 academic year, 14 309 local students were admitted to UGC-funded full-time post-secondary programmes through JUPAS.

It is noteworthy that student admission is a matter of institutional autonomy and the Government does not monitor universities in terms of the qualifications of their intakes. Hence, information about the Chinese Language qualifications of these students is not available.

- (d) to (f) In 2016, 54 882 school candidates and 552 private candidates took Chinese Language in the Hong Kong Diploma of Secondary Education (HKDSE) Examination for the first time. Information about the number of NCS students taking Chinese Language in the HKDSE Examination for the first time in 2016 is not available.

As regards Applied Learning Chinese (ApL C), it is designed for NCS students as an alternative qualification in Chinese Language for the admission of NCS students and only NCS students can take ApL C. ApL C will be offered in the HKDSE Examination starting from 2017 and 153 NCS students are expected to take ApL C in 2017. The subject was not available in 2016.

Information about the number of NCS students taking Chinese Language in the General Certificate of Education Examination, General Certificate of Secondary Education Examination (GCSE) or International GCSE in 2016 is not available.

- (k) and (l) In the 2016/17 academic year, 36 575 students (provisional figure as of October 2016), including 597 NCS students, were admitted to full-time locally accredited non-UGC-funded post-secondary programmes.

- End -

CONTROLLING OFFICER'S REPLY**EDB276****(Question Serial No. 1728)**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:

- (a) the number of students taking the DSE examinations for the first time in 2016, the number of them meeting the general entrance requirements of UGC-funded undergraduate programmes and the number of them receiving a JUPAS offer;
- (b) the number of students taking the DSE (Chinese) examination for the first time in 2016, the number of them meeting the general entrance requirements of UGC-funded undergraduate programmes and the number of them receiving a JUPAS offer;
- (c) the number of ethnic minority students taking the DSE examinations for the first time in 2016, the number of them taking the DSE Chinese language examinations for the first time, the number of them meeting the general entrance requirements of UGC-funded undergraduate programmes and the number of them receiving a JUPAS offer; and
- (d) the number of non-Chinese speaking students taking the DSE examinations in 2016, 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 2016	Ethnic minority S6 students in 2016		NCS S6 students in 2016	
			% of all students in 2016		% of all students in 2016
Taken DSE					
Taken DSE for the first time					
Taken DSE Chinese language exam					
Taken DSE Chinese language exam for the first time					
Met general UGC entrance requirement					

	Total S6 students in 2016	Ethnic minority S6 students in 2016		NCS S6 students in 2016	
			% of all students in 2016		% of all students in 2016
Met general UGC entrance requirement using DSE Chinese Language results					
Received JUPAS offer					
Received JUPAS offer using DSE Chinese Language results					

Asked by: Hon TO Kun-sun, James (Member Question No. 60)

Reply:

- (a) In 2016, 66 874 candidates sat for the Hong Kong Diploma of Secondary Education (HKDSE) Examination. Among them, 24 557 (36.7%) met the general entrance requirements of University Grants Committee (UGC)-funded undergraduate programmes, and 23 318 (34.9%) received admission offers to post-secondary programmes through the Joint University Programmes Admissions System (JUPAS).

In 2016, 47 935 JUPAS applicants took the HKDSE Examination for the first time in 2016 and 21 467 (44.8%) of them received a JUPAS offer. The number among them who met the general entrance requirements of UGC-funded undergraduate programmes is not available.

- (b) 47 335 JUPAS applicants took Chinese Language in the HKDSE Examination for the first time in 2016 and 21 263 (44.9%) of them received a JUPAS offer. The number among them who met the general entrance requirements of UGC-funded undergraduate programmes is not available.

- (c) and (d)

In 2016, out of 1 150 Secondary 6 non-Chinese speaking (NCS) students (i.e. students whose spoken language at home is not Chinese) attending public sector and Direct Subsidy Scheme schools offering the local curriculum, 1 046 took the HKDSE Examination (including 1 041 taking the HKDSE Examination for the first time). Among these 1 046 NCS students, 116 took Chinese Language in the HKDSE Examination (including 115 sitting for the first time). Out of the 1 046 NCS students taking the HKDSE Examination, 320 (30.6%) met the general entrance requirements of UGC-funded undergraduate programmes and 224 (21.4%) received admission offers to post-secondary programmes through JUPAS.

No separate breakdown statistics in respect of “ethnic minority students” are available.

- End -

CONTROLLING OFFICER'S REPLY**EDB277****(Question Serial No. 1355)**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 non-local students studying in Hong Kong with funding support from the Government, please advise this Committee of the following:

1. the number of non-local students studying in Hong Kong in the past 3 years by nationality;
2. the number of non-local students taking up employment in Hong Kong after completion of studies in the past 3 years.

Asked by: Hon WONG Kwok-kin (Member Question No. 15)Reply:

1. The number of non-local students of University Grants Committee (UGC)-funded programmes by place of origin from the 2014/15 to 2016/17 academic years are set out in the **Annex**.
2. The Immigration Department (ImmD) administers the "Immigration Arrangements for Non-local Graduates (IANG)", which allows non-local students who have obtained an undergraduate or higher qualification in a full-time and locally-accredited local programme in Hong Kong to apply to stay/return and work in Hong Kong. Both non-local fresh graduates (i.e. non-local graduates who submit applications to the ImmD within six months after graduation) and returning non-local graduates (i.e. non-local graduates who submit applications to the ImmD beyond six months after graduation) are eligible under the scheme.

The number of applications approved by the ImmD under the IANG in the past 3 years is as follow:

Number of applications approved		
2014-15	2015-16	2016-17 (as at February 2017)
10 381	10 324	9 126

**Number of Non-local Students of UGC-funded Programmes by Place of Origin,
2014/15 to 2016/17 Academic Years**

(headcount)

Place of Origin	Academic Year		
	2014/15	2015/16	2016/17 [#]
The Mainland of China	11 610	11 891	12 036
Taiwan	470	548	602
Japan and Korea	841	960	1 149
Other parts of Asia	1 520	1 622	1 954
Russia	32	38	44
European Union	325	311	283
Other European countries	49	46	49
Africa	86	104	139
Oceania	23	29	27
Central and South America	35	27	31
North America	160	151	159
Total	15 151	15 727	16 474

Notes:

1. The place of origin of non-local students is determined having regard to their nationality.
2. [#] Provisional figures.
3. Figures may not add up to the corresponding totals owing to rounding. If research postgraduate students are financed by universities 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

EDB278

(Question Serial No. 2351)

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:

Since the launch of Education Television (ETV) in 1971, it has been employed as a project for facilitating teaching in primary and secondary classes for years. However, the latest estimated financial provision in 2017-18 for school ETV is found to be reduced by almost 14.7%. Why does the Government plan to gradually reduce the hours of output of school ETV programmes? Is / Are there plan(s) in employing other multimedia project(s) for facilitating teaching to replace the role of ETV?

Asked by: Hon HO Kwan-yiu, Junius (Member Question No. 38)

Reply:

The decrease in the number of output hours for school ETV programmes in 2017-18 is due to the redeployment of resources in the Education Bureau (EDB) for developing multimedia learning and teaching resources in accordance with the direction of curriculum development. In the years ahead, there will be a gradual shift from the sole production of ETV programmes to secondary production of related multimedia resources by EDB to support e-learning and self-directed learning among students.

- End -

CONTROLLING OFFICER'S REPLY**EDB279****(Question Serial No. 4202)**

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 study visits outside Hong Kong made by the Secretary, the Under Secretary and the Political Assistant to Secretary for Education in the past year, 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. 171)

Reply:

Information about duty visits outside Hong Kong made by Secretary for Education and Under Secretary for Education in 2016-17 is at Annexes A and B respectively. The Political Assistant to Secretary for Education did not join any duty visit in 2016-17.

**Duty visits outside Hong Kong made by
Secretary for Education in 2016-17
(as at 13 March 2017)**

Date of visit	Place of visit	Purpose of visit (Note 1)	Number of official entourage from SED's Office	(A) Expenses on accommodation (\$ (Note 2))	(B) Expenses on air passage (\$ (Note 3))	(C) Other expenses (\$ (Note 4))	Total expenditure incurred by SED & official entourage from SED's Office (\$ (A)+(B)+(C))
10 to 12 May 2016	Chengdu	To join a visit led by the Chief Secretary for Administration to visit Sichuan to conclude the support work in the reconstruction of areas stricken by the earthquake in Wenchuan in 2008	1	4,191	19,636	3,620	27,447
25 May 2016	Nansha	To officiate at the 2016 Nansha-Hong Kong Sister School Contract Signing Ceremony cum Cultural Exchange Activities	2	No expenses as no over-night stay	No air passage (by car)	4,600	4,600
14 June 2016	Shenzhen	To have a meeting with the Shenzhen Municipal Education Bureau and visit two hi-tech enterprises for exchanges on technology education and career and life planning education	2	No expenses as no over-night stay	No air passage (by car)	4,081	4,081
20 to 21 July 2016	Shenzhen and Guangzhou	To attend the Hong Kong/Guangdong Universities High Level Meeting and conduct education exchanges in Shenzhen and Guangzhou	2	2,637 (Note 5)	No air passage (by car)	4,875 (Note 5)	7,512 (Note 5)
17 to 18 August 2016	Beijing	To have meetings with the Ministry of Education and the Beijing Municipal Education Commission respectively	2	4,889	23,051	3,583	31,523

Date of visit	Place of visit	Purpose of visit (Note 1)	Number of official entourage from SED's Office	(A) Expenses on accommodation (\$ (Note 2)	(B) Expenses on air passage (\$ (Note 3)	(C) Other expenses (\$ (Note 4)	Total expenditure incurred by SED & official entourage from SED's Office (\$ (A)+(B)+(C)
14 September 2016	Guangzhou	To attend the 19th Plenary of the Hong Kong-Guangdong Co-operation Joint Conference	-	No expenses as no over-night stay	No air passage (by train)	420 [in-town transport sponsored by the Guangdong Provincial Government and the sponsored amount is not available]	420
2 to 9 October 2016	Peru and USA	To attend the 6th Asia-Pacific Economic Cooperation Education Ministerial Meeting in Lima, Peru and to visit San Francisco, USA for education exchanges	2	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	364,177	41,147	405,324
20 to 22 October 2016	Shanghai	To have a meeting with the Shanghai Municipal Education Commission; and to join Hong Kong secondary school students in a Mainland exchange programme	2	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	21,610	18,063	39,673
3 to 4 November 2016	Shenzhen	To officiate at the Guangdong-Hong Kong Sister School Contract Signing Ceremony and to attend the Shenzhen-Hong Kong Principals' Forum 2016	2	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	No air passage (by car)	11,694	11,694

Date of visit	Place of visit	Purpose of visit (Note 1)	Number of official entourage from SED's Office	(A) Expenses on accommodation (\$ (Note 2)	(B) Expenses on air passage (\$ (Note 3)	(C) Other expenses (\$ (Note 4)	Total expenditure incurred by SED & official entourage from SED's Office (\$ (A)+(B)+(C)
10 to 11 November 2016	Beijing	To attend an international education symposium organised by the Organisation for Economic Co-operation and Development	-	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	11,645	2,564	14,209
15 November 2016	Guangzhou	To address the founding ceremony of the Guangdong-Hong Kong-Macau University Alliance	1	No expenses as no over-night stay	No air passage (by train)	1,317	1,317
28 to 29 November 2016	Malaysia	To have a meeting with officials of the Malaysian Ministry of Higher Education in Kuala Lumpur to exchange views on education issues of mutual concern, and to finalise the arrangements for the Hong Kong Scholarship for "Belt and Road" Students (Malaysia)	2	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	44,626	7,186	51,812
6 to 7 December 2016	Shanghai	To attend the 4th meeting of the China-UK High- Level People-to-People Dialogue	1	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	10,862	7,187	18,049
15 December 2016	Nansha	To attend the Guangdong-Hong Kong-Macau forum on education co-operation, innovation and entrepreneurship	2	No expenses as no over-night stay	No air passage (by car and by ferry)	4,252	4,252
14 to 15 February 2017	Beijing	To have meetings with the Ministry of Education and the Beijing Municipal Education Commission respectively	2	4,860	23,380	3,936	32,176

Date of visit	Place of visit	Purpose of visit (Note 1)	Number of official entourage from SED's Office	(A) Expenses on accommodation (\$ (Note 2)	(B) Expenses on air passage (\$ (Note 3)	(C) Other expenses (\$ (Note 4)	Total expenditure incurred by SED & official entourage from SED's Office (\$ (A)+(B)+(C)
19 to 21 February 2017	Thailand	To have a meeting with the Thai Ministry of Education in Bangkok to explore opportunities for education co-operation, and to finalise the arrangements for the Hong Kong Scholarship for "Belt and Road" Students (Thailand)	2	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	13,977	13,998	27,975
10 to 11 March 2017	Haikou	To have a meeting with the Education Department of Hainan Province to explore cooperation in educational matters	1	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	5,824	4,839	10,663

Notes:

- (1) The Secretary for Education would meet local students from Hong Kong where possible.
- (2) The arrangement of hotel accommodation was provided in accordance with the relevant Civil Service Regulations and guidelines.
- (3) Proper class of passages was provided in accordance with the relevant Civil Service Regulations and guidelines, taking into account factors including rank of post, flying time, flight schedule and details.
- (4) Other expenses include overseas subsistence allowance and other incidental expenses related to the duty visits outside Hong Kong. The subsistence allowance is provided in accordance with the relevant Civil Service Regulations and guidelines, which is intended to cover, inter alia, the cost of accommodation, meals and in-town travelling.
- (5) The expenses for the visit made on 20 to 21 July 2016 incurred by the Under Secretary for Education are covered in Annex B.

**Duty visits outside Hong Kong made by
Under Secretary for Education in 2016-17
(as at 13 March 2017)**

Date of visit	Place of visit	Purpose of visit (Note 1)	Number of official entourage from SED's Office	(A) Expenses on accommodation (\$ (Note 2))	(B) Expenses on air passage (\$ (Note 3))	(C) Other expenses (\$ (Note 4))	Total expenditure incurred by US(Ed) & official entourage from SED's Office (\$ (A)+(B)+(C))
23 to 26 May 2016	Finland	To attend an international inaugural event and a conference in Helsinki	-	5,116	56,540	2,802	64,458
20 to 21 July 2016	Shenzhen and Guangzhou	To accompany the Secretary for Education to attend the Hong Kong/ Guangdong Universities High Level Meeting and conduct education exchanges in Shenzhen and Guangzhou	-	1,319	No air passage (by car)	2,437	3,756
21 to 23 September 2016	Beijing	To lead a delegation from the educational sector of Hong Kong to participate in professional interflow activities in Beijing	-	- [hotel accommodation sponsored by the Ministry of Education in the amount of around \$1,560]	6,760	3,638 [in-town transport sponsored by the Ministry of Education and the sponsored amount is not available]	10,398

Notes:

- (1) The Under Secretary for Education would meet local students from Hong Kong where possible.
- (2) The arrangement of hotel accommodation was provided in accordance with the relevant Civil Service Regulations and guidelines.
- (3) Proper class of passages was provided in accordance with the relevant Civil Service Regulations and guidelines, taking into account factors including rank of post, flying time, flight schedule and details.
- (4) Other expenses include overseas subsistence allowance and other incidental expenses related to the duty visits outside Hong Kong. The subsistence allowance is provided in accordance with the relevant Civil Service Regulations and guidelines, which is intended to cover, inter alia, the cost of accommodation, meals and in-town travelling.

- End -

CONTROLLING OFFICER'S REPLY

EDB280

(Question Serial No. 3762)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (000) Operational expenses
Programme: (2) Pre-primary Education
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education

Question:

- (a) Please provide the amount of expenditure in providing assistance towards rent, rates and government rent for eligible non-profit-making kindergartens in the 18 districts in the past 3 years respectively. (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 2017/18 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? If yes, what are the details and the reasons?

Asked by: Hon CHAN Tanya (Member Question No. 70)

Reply:

- (a) The expenditure on reimbursement of rent, rates and government rent for eligible non-profit making (NPM) kindergartens (KGs) in 2013-14, 2014-15 and 2015-16 by District Council district is tabulated below:

Financial Year District	2013-14		2014-15		2015-16	
	Rent	Government Rent and Rates	Rent	Government Rent and Rates	Rent	Government Rent and Rates
	(\$)		(\$)		(\$)	
CW	3,473,324	1,424,248	3,382,020	1,475,764	3,646,932	1,530,813
WCH	2,861,480	1,691,372	3,103,485	1,638,736	3,148,818	2,039,328
HKE	9,197,784	3,474,325	10,410,205	3,936,231	9,530,738	3,987,259
SOU	4,155,215	2,055,726	4,026,093	2,526,420	4,257,155	2,697,768
SSP	10,580,407	1,701,880	10,695,636	1,806,570	11,683,442	2,359,082
YTM	1,803,893	793,730	2,078,213	842,580	2,204,502	978,720
KC	4,877,240	2,844,859	5,158,691	2,897,561	7,107,450	4,487,345
WTS	12,979,390	2,817,940	13,775,914	3,163,960	14,415,409	3,228,067
KT	15,170,071	3,740,131	17,836,382	4,249,253	18,046,916	4,155,129
TW	6,540,477	1,241,762	6,876,528	1,540,710	7,378,822	1,660,318
TM	19,074,644	2,231,528	20,191,234	2,632,949	20,857,749	2,603,901
YL	16,269,043	2,382,114	17,594,643	2,737,266	19,397,775	3,415,706
N	9,996,034	1,628,334	11,187,520	1,884,080	16,932,393	1,830,229
TP	13,170,071	1,590,685	13,770,787	1,815,798	14,320,670	1,864,133
ST	19,059,724	2,662,723	22,098,622	3,287,655	22,076,045	3,526,425
SK	14,474,010	2,025,025	15,101,556	2,286,645	15,755,241	2,624,625
ISL	3,962,568	759,073	4,076,387	794,053	4,243,769	1,037,263
KWT	14,117,577	1,935,799	14,853,443	2,230,468	15,133,457	2,200,658

- (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 2012/13 to 2016/17 school years are tabulated below:

School Year	2012/13	2013/14	2014/15	2015/16	2016/17*
No. of local KGs	861	869	874	872	876
No. of KGs joining PEVS	735	724	724	732	745
No. of applications	7	8	7	5	1#
Percentage share among local KGs	0.8%	0.9%	0.8%	0.6%	0.1%
Percentage share among KGs joining PEVS	1.0%	1.1%	1.0%	0.7%	0.1%
No. of approval granted	0	2	3	3	0
Percentage share among local KGs	Not applicable	0.2%	0.3%	0.3%	Not applicable
Percentage share among KGs joining PEVS	Not applicable	0.3%	0.4%	0.4%	Not applicable

* Position as of February 2017.

The application is still under processing.

- (c) The estimated expenditure on rental subsidy for NPM KGs in 2017-18 is \$314 million.

- (d) With the implementation of the Free Quality Kindergarten Education Scheme (“Scheme”) from the 2017/18 school year, rental subsidy will be provided for KGs approved to join the Scheme in order to lessen KGs’ rental-related financial burden. 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 (i.e. KGs with fill-up rate of 50% or above will be provided with full rental subsidy, KGs with fill-up rate between 25% and below 50% will be provided with 50% of the rental subsidy, and KGs with fill-up rate below 25% will be provided with 25% of the rental subsidy) 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.
 - (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 Scheme, the rental subsidy for these KGs will be subject to “dual” caps at 50% of open market rental, or 15% of the “basic half-day unit subsidy”, whichever is lower.
 - (iv) For individual KGs which are currently paying market rent and receiving rental subsidy under RRS but will be entitled to less subsidy under the new rental subsidy scheme, their current rented premises under RRS will continue to receive the current subsidy for a grace period of four years from the 2017/18 to 2020/21 school years. During the grace period, these KGs will be provided with full rental subsidy subject to the same set of fill-up rates for the group of KGs as set out at (i) above. Starting from the 2021/22 school year, these KGs will be under the “dual” caps as other KGs as set out at (iii) above.
 - (v) For KGs currently receiving rent reimbursement (except FACs (Note)) but will not join the Scheme in the 2017/18 school year, they will continue to receive the rent reimbursement as at present until they cease to operate the KGs in their current rented premises. This is only a transitional arrangement for these KGs. No new application for such rent reimbursement will be entertained with effect from the 2017/18 school year.

Note: FACs were operated under the Social Welfare Department before harmonisation. They usually operate longer service hours.

- End -

CONTROLLING OFFICER'S REPLY**EDB281****(Question Serial No. 3763)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

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

Director of Bureau: Secretary for Education

Question:

What are the number of admission applications received, the number of students admitted, the amount of application fee collected from each student, and the total amount of application fee collected by kindergartens in various districts of the territory in the past 3 school years? Please provide a breakdown by 18 districts.

Asked by: Hon CHAN Tanya (Member Question No. 71)

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 (2014/15, 2015/16 and 2016/17) by district is tabulated at Appendix.

Number of Students in Kindergartens by District and by Grade Level from the 2014/15 to 2016/17 School Years

Districts	2014/15				2015/16				2016/17			
	Nursery	Lower Class	Upper Class	All Grades	Nursery	Lower Class	Upper Class	All Grades	Nursery	Lower Class	Upper Class	All Grades
Central & Western	1 925	1 849	1 740	5 514	2 247	2 102	1 708	6 057	2 149	2 257	1 773	6 179
Wan Chai	2 349	2 181	2 022	6 552	2 341	2 269	2 081	6 691	2 387	2 479	2 259	7 125
Eastern	4 300	4 022	3 676	11 998	4 470	4 173	3 714	12 357	3 871	4 224	3 765	11 860
Southern	1 654	1 614	1 520	4 788	1 696	1 644	1 480	4 820	1 432	1 721	1 495	4 648
Yau Tsim Mong	2 225	2 049	1 925	6 199	2 285	2 242	1 942	6 469	2 085	2 303	2 111	6 499
Sham Shui Po	3 162	2 970	2 803	8 935	3 260	3 242	2 940	9 442	3 138	3 346	3 249	9 733
Kowloon City	8 134	7 644	7 095	22 873	8 369	8 130	7 104	23 603	7 389	8 245	7 420	23 054
Wong Tai Sin	2 489	2 412	2 424	7 325	2 652	2 559	2 433	7 644	2 322	2 691	2 595	7 608
Kwun Tong	4 128	3 772	4 001	11 901	4 294	4 223	3 852	12 369	3 722	4 338	4 304	12 364
Sai Kung	3 087	2 880	2 530	8 497	3 376	3 094	2 707	9 177	3 016	3 302	2 837	9 155
Sha Tin	4 790	4 406	3 993	13 189	5 331	4 926	4 203	14 460	4 668	5 411	4 634	14 713
Tai Po	2 276	2 250	1 880	6 406	2 425	2 295	2 145	6 865	2 136	2 436	2 210	6 782
North	4 501	4 082	3 980	12 563	4 239	4 590	4 141	12 970	3 085	4 440	4 658	12 183
Yuen Long	5 779	5 671	5 377	16 827	6 070	5 952	5 730	17 752	5 118	6 077	6 020	17 215
Tuen Mun	4 524	4 221	3 985	12 730	4 611	4 642	4 137	13 390	3 919	4 663	4 635	13 217
Tsuen Wan	2 306	2 009	2 071	6 386	2 547	2 350	2 036	6 933	2 357	2 525	2 340	7 222
Kwai Tsing	3 576	3 393	3 177	10 146	3 864	3 630	3 279	10 773	3 299	3 813	3 451	10 563
Islands	1 164	1 313	1 091	3 568	1 246	1 252	1 128	3 626	1 262	1 498	1 152	3 912
All Districts	62 369	58 738	55 290	176 397	65 323	63 315	56 760	185 398	57 355	65 769	60 908	184 032

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

EDB282

(Question Serial No. 3764)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not specified
Programme: (7) Post-secondary, Vocational and Professional Education
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

- a) As the 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 2017-18? If yes, what are the details and estimated expenditures? If no, what are the reasons?

Asked by: Hon CHAN Tanya (Member Question No. 5)

Reply:

According to the respective ordinances governing the eight University Grants Committee (UGC)-funded universities, the Chief Executive is the Chancellor, the purpose of which is to maintain the linkages between the Government and the universities and to demonstrate the Government's support to the higher education sector. Relevant provisions in the ordinances and statutes of the universities specify the powers and duties of the Chancellor in order to meet the needs of the universities. 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 universities, 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 universities 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

EDB283

(Question Serial No. 3766)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (000) Operational expenses
Programme: (3) Primary Education, (4) 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 2017-18?
- (c) In 2016-17, the Government invited about 50 schools to participate in P3 TSA. What were the details and expenditure involved?
- (d) In 2017-18, will the Government launch a public consultation on retaining or cancelling the entire TSA? If yes, what are the details and estimated expenditure? If no, why?
- (e) 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?
- (f) 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: Hon CHAN Tanya (Member Question No. 6)

Reply:

(a) to (d)

The Education Bureau (EDB) has commissioned the Hong Kong Examinations and Assessment Authority (HKEAA) to administer the Basic Competency Assessment project, including Student Assessment (SA) and Territory-wide System Assessment (TSA). In response to the community's concern, the Coordinating Committee on Basic Competency Assessment and Assessment Literacy (the Committee) was tasked to conduct a comprehensive review on the arrangement of TSA. Taking into account the recommendations of the Committee, the 2016 Tryout Study (Primary 3) (2016 Tryout Study) was implemented in 2016. In 2017, with a view to expanding the scope of study, the Basic Competency Assessment Research Study (Research Study) is being implemented. The initiatives have been carried out under the Basic Competency Assessment project. 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 and related study under the project in the last two contract periods is set out below:

Contract period	Expenditure on TSA and related study under the project (\$ million)	Average expenditure per year (\$ million)
2011-2014	220	55
2015-2018	290	73

The expenditure on Primary 3, Primary 6 and Secondary 3 TSA under the 2011 to 2014 contract is \$76 million, \$68 million and \$76 million respectively; which under the 2015 to 2018 contract is \$96 million, \$92 million and \$102 million respectively.

2016 Tryout Study

In line with the Committee's recommendations, the 2016 Tryout Study covers four major initiatives as below:

- (i) Improving assessment papers and question design;
- (ii) Enhancing school reports;
- (iii) Strengthening professional support measures; and
- (iv) Including a questionnaire survey on students' learning attitude and motivation.

The above basket of initiatives is intended to eliminate the incentives for over-drilling induced by TSA; provide targeted measures to enhance the overall effectiveness of the cycle of Learning-Teaching-Assessment as an integral part to benefit students; and enhance communication and deepen mutual trust between schools and parents.

56 primary schools from different districts, types of schools (government, subsidised, Direct Subsidy Scheme and private schools) and school sizes (about 10% of the total number of primary schools in the territory) participated in the 2016 Tryout Study.

2017 Research Study

The Research Study in 2017, based on the positive feedback and experience collected from the 2016 Tryout Study, extends the above-mentioned four new initiatives for enhancement under the 2016 Tryout Study to all primary schools in the territory. It is a research study to allow more schools to participate and understand the new initiatives, and to collect more comprehensive feedback and richer information on the new initiatives to further review related arrangements with a view to continuing to enhance learning and teaching, and to benefit students.

The expenditure of the above initiatives was subsumed under the overall expenditure of the EDB.

(e)

The Committee has been concerned about the situation of over-drilling. Various measures under the 2016 Tryout Study were devised to eliminate the incentives for over-drilling. Feedback from participating schools and their parents was positive.

The EDB makes use of different channels and approaches, such as teacher training programmes, school development visits, school curriculum visits and focus inspections, to see how the various recommendations set out in EDB Circular No. 18/2015, particularly those pertaining to over-drilling, are implemented in schools, and to reiterate that the quality of homework is more important than the quantity. The modes and contents of homework should cater for the learning needs and abilities of students, and teachers need to help students consolidate and extend their learning based on their established foundation. Mechanical drills, repetitive copying and rote learning should be avoided. The expenditure was subsumed under the overall expenditure of the EDB.

(f)

In conducting the review on TSA since 2015, the Committee attaches great importance to the views of stakeholders. In particular, in 2015/16, 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.

As part of the 2016 Tryout Study, 19 focus group meetings for parents were organised. More than 100 parents of schools participating in the 2016 Tryout Study participated in the focus group meetings. Parents generally agreed that the questions of the 2016 Tryout Study were easier than before, which helped boost students' confidence. Many parents agreed that the school reports provided teachers with a good source of reference for adjusting teaching practices. Some parents supported that TSA needed to be held on a continuous basis for school reports provide both school and territory-wide data which help furnish schools with data to help them better understand their students' performance in the territory context as well as enabling teachers to identify students' strengths and weaknesses.

In 2016/17, to facilitate the implementation of the 2017 Research Study, seminars in the 18 districts for schools have been organised to introduce and share the concept and implementation of "assessment for learning" with various stakeholders including parents. The feedback from the participants is positive about the effectiveness of the four new initiatives for enhancement in enhancing learning and teaching.

- End -

CONTROLLING OFFICER'S REPLY**EDB284****(Question Serial No. 3767)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) 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 beneficiaries and expenditures involved each year?

(b) In 2017-18, 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: Hon CHAN Tanya (Member Question No. 7)

Reply:

(a) The Mainland University Study Subsidy Scheme (MUSSS) was launched on 31 July 2014 to support needy Hong Kong students who will pursue undergraduate studies in the Mainland under the Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions (Admission Scheme). Students having passed 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. To better support Hong Kong students in pursuing undergraduate studies in the Mainland and ensure that no students will be deprived of post-secondary education opportunity due to a lack of means, starting from the 2016/17 academic year, the MUSSS has been expanded to support needy Hong Kong students pursuing undergraduate studies in designated Mainland institutions, irrespective of the channels of their admission to these institutions.

For the 2014/15 academic year, 263 applicants were eligible to receive the subsidy. For the 2015/16 and 2016/17 (as at 28 February 2017) academic years, including both newly approved applications and successful renewals, subsidy was provided to 479 students and 2,144 students respectively.

The total expenditure for implementing MUSSS in the 2014/15 and 2015/16 academic years was about \$4 million and \$6.5 million respectively. As for the 2016/17 academic year, the estimated total expenditure is about \$29 million. Apart from the five civil service posts (namely, one Executive Officer I, two Clerical Officers and two Assistant Clerical Officers) 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.

- (b) 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**EDB285****(Question Serial No. 3768)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

(a) Upon the completion of the review on the subvention arrangement for the English Schools Foundation (ESF), 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 assistance 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 such places?

Asked by: Hon CHAN Tanya (Member Question No. 72)

Reply:

(a) The review of the subvention arrangement for the English Schools Foundation (ESF) was completed in mid-2013. As reported at the meeting of the Legislative Council Panel on Education on 9 July 2013, after intensive negotiations, the Board of Directors of ESF formally accepted the agreed arrangement for the phasing out of the government subvention for ESF in June 2013. According to the agreed arrangement, among others, the recurrent subvention for ESF's mainstream primary and secondary schools of \$249.7 million has been maintained for three more years from the 2013/14 to 2015/16 school years. From the 2016/17 school year onwards, the annual recurrent subvention has started to phase out within 13 years at an average amount of \$19.2 million per year until the 2028/29 school year. The existing annual recurrent subvention of \$28.3 million for students with special educational needs (SEN) in ESF's mainstream schools as well as its special school are 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 2012/13 and 2016/17 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)	2012/13		2013/14		2014/15		2015/16		2016/17	
	P	S	P	S	P	S	P	S	P	S
Number of students with SEN (including mainstream schools and the special school)	141	232	139	239	136	256	230*	435*	245	565
Number of school places in the learning support centres in mainstream schools	98	92	105	108	105	112	105	113	105	120
Number of places in the special school	33	30	34	36	34	36	26	44	25	45

* 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 from 2015/16 onwards they have standardised their practice by requiring all ESF schools to include in their returns to the student enrolment survey 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 as compared with previous years.

- End -

CONTROLLING OFFICER'S REPLY

EDB286

(Question Serial No. 3769)

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

Will the Government earmark resources for conducting research or consultation on “provision of a salary scale for kindergarten teachers”? If yes, what are the details? If no, what are the reasons?

Asked by: Hon CHAN Tanya (Member Question No. 8)

Reply:

The Education Bureau (EDB) considers that salary-related practices under the funding mode of aided schools could not be applied to kindergartens (KGs) in isolation. In the aided sector, the funding mode is tied with several inter-connected components, such as EDB's annual approval for the number of operating classes which in turn determines the staff establishment, and is subject to a basket of control measures under the Government's prudent and balanced planning of school places operated through school place allocation systems. If the aided school funding mode is adopted in the KG sector, it may result in packing of classes and teacher redundancy in KGs in times of enrolment drop. Besides, KGs would become less flexible in operating half-day and whole-day classes to meet the needs of parents.

As compared to a mandatory salary scale in which teacher salary is determined solely in accordance with seniority, it is appropriate and fit to provide KGs with salary ranges which could ensure competitiveness while at the same time allow flexibility for the KG management to decide on their staff remuneration, taking into account their qualifications, teaching experience, performance, additional duties, training received and special skills possessed, etc. In light of the above, we have no plans to provide a mandatory salary scale for KG teachers or earmark resources for conducting related research at this stage. We will continue to listen to views of various stakeholders.

- End -

CONTROLLING OFFICER'S REPLY**EDB287****(Question Serial No. 3770)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

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

Director of Bureau: Secretary for Education

Question:

The Government will implement the Kindergarten Scheme starting from the 2017/18 school year with enhancements in quality of kindergarten education through enhanced funding support to kindergartens; raising the requirement in teacher-pupil ratio; provision of a salary range and career ladder for kindergarten teachers; enhancements in quality assurance framework, governance and monitoring, teachers' professionalism, catering for student diversity, improving accommodation and facilities, etc. What are the details of "enhancement in quality assurance framework" and the estimated expenditure for this?

Asked by: Hon CHAN Tanya (Member Question No. 9)

Reply:

The existing Quality Assurance Framework for kindergartens (KGs) comprises School Self-evaluation (SSE) and Quality Review (QR). Under the Free Quality Kindergarten Education Scheme (Scheme) to be implemented starting from the 2017/18 school year, the Education Bureau (EDB) will enhance the existing Quality Assurance Framework to further ensure the quality of KG education. We will refine the Performance Indicators (PIs) which form the basis of SSE and QR to tie in with the Scheme. While EDB will continue to organise training activities to familiarise KGs with the Quality Assurance Framework and good practices of learning and teaching, we will involve an external independent member in the QR team as an external observer to enhance transparency. Besides, EDB will continue to make the QR reports available on the websites for public information. In addition to QR, EDB will conduct more frequent Focus Inspection (FI), which is another form of quality assurance measure in fostering KGs' continuous improvement in learning and teaching and in addressing areas of concerns. If deemed necessary, EDB will provide professional support to the KGs whose performance is not satisfactory. Besides, to further promote the sustainable development of KGs, EDB will identify good practices during QR and FI for dissemination. We will provide external independent members for QR with honoraria, and the relevant expenditure is estimated to be about \$0.2 million in 2017-18. All other assessment related tasks involved in the QR and FI are conducted by EDB officers and the relevant expenditure is subsumed in the overall expenditure of EDB. A breakdown of such expenditure is therefore not available.

- End -

CONTROLLING OFFICER'S REPLY**EDB288****(Question Serial No. 3771)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

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

Director of Bureau: Secretary for Education

Question:

The Government will implement the Kindergarten Scheme starting from the 2017/18 school year with enhancements in quality of kindergarten education through enhanced funding support to kindergartens; raising the requirement in teacher-pupil ratio; provision of a salary range and career ladder for kindergarten teachers; enhancements in quality assurance framework, governance and monitoring, teachers' professionalism, catering for student diversity, improving accommodation and facilities, etc. What are the details of "enhancement in governance and monitoring" and the estimated expenditure for this?

Asked by: Hon CHAN Tanya (Member Question No. 10)

Reply:

With the implementation of the Free Quality Kindergarten (KG) Education Scheme (Scheme) starting from the 2017/18 school year, KGs joining the Scheme (Scheme-KGs) will be required 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 Scheme-KG should have a Management Committee comprising representatives from different KG stakeholders such as school sponsoring body, the principal, and other stakeholders as appropriate.

On the other hand, EDB will step up monitoring. For instance, a more stringent mechanism is put in place in monitoring KGs in conducting trading operation. Specifically, KGs participating in the Scheme-KGs are required to include explicitly in their notices/circular letters the following statement: "Parents, please note that acquisition of any school items or services is entirely voluntary and parents can select individual items or services required according to their own needs." Relevant check boxes should also be provided for respective school items so that parents can "tick" as appropriate. In line with the current practice, all profit generated from trading operation must be ploughed back into KGs for use in school operation and provision of KG education services. Furthermore, to enhance transparency and help parents get a better understanding about the school items sold and paid services provided by the schools, Scheme-KGs are required to disclose the relevant information (including the fees charged and the list of items and services in the preceding school year) to parents on their school website. The "Profile of Kindergartens and Kindergarten-cum-Child Care Centres" published by EDB will list out the common items and services and other relevant information for parents' easy reference. All the monitoring work is performed by EDB officers and the relevant expenditure is subsumed in the overall expenditure of EDB. A breakdown of expenditure for monitoring of KG is therefore not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB289

(Question Serial No. 3774)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (000) Operational expenses
Programme: (4) Secondary Education
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

The Education Bureau 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 in light of the temporary decline of the secondary 1 student population. What are the details and the estimated expenditure?

Asked by: Hon CHAN Tanya (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.

To further stabilise the teaching force, the Chief Executive announced separately in the 2016 Policy Address and 2017 Policy Address that schools with surplus teachers arising from reduction of S1 classes in the 2013/14, 2014/15 and 2016/17 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 estimated expenditure in this regard is not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB290

(Question Serial No. 3775)

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 the details and expenditure involved in implementing STEM education at the primary, secondary and university levels in the past 3 years.
- (b) Please provide the detailed work plan and estimated expenditure for implementing STEM education in 2017/18.
- (c) Many hold the view that we need to reform the academic structure for the implementation of STEM education. Will the Government conduct any research in this respect? If yes, what are the details and estimated expenditure involved? If no, what are the reasons?

Asked by: Hon CHAN Tanya (Member Question No. 13)

Reply:

(a) and (b) In the 2015 and 2016 Policy Addresses, the Government pledged to promote STEM education in primary and secondary schools. Since 2015, the Education Bureau (EDB) has been taking steps to implement the recommendations set out in the Report on Promotion of STEM education – Unleashing Potential in Innovation released in December 2016. The recommendations include renewing the curricula of the Science, Technology and Mathematics Education Key Learning Areas (KLAs), enriching learning activities for students, providing resources support to schools, enhancing professional development of teachers, strengthening partnerships with community key stakeholders, and conducting review and disseminating good practices.

The renewed curricula of the Science, Technology and Mathematics Education KLAs will be released in mid-2017. For professional development programmes on STEM education, on top of cross-KLA and KLA-based seminars/workshops, symposia will continue to be organised for school leaders and teachers. Four Professional Development Schools have been set up in the 2016/17 school year to establish communities of practice and disseminate good practices. Besides, learning and teaching resources are being developed and student learning activities enriched as ongoing support measures. Where appropriate, we have involved community key stakeholders such as professional bodies, tertiary institutions and other government departments in the above measures.

Subsequent to the disbursement of a one-off grant of \$100,000 to each public sector primary school to support school-based activities/projects on STEM education in the 2015/16 school year, a similar grant of \$200,000 has just been disbursed to each public sector secondary school in the 2016/17 school year. The total expenditures to be incurred for primary and secondary schools are about \$55.5 million and \$102.6 million

respectively. Besides, in January 2016, the Student Education Fair was organised to showcase and celebrate a wide range of student achievements and the expenditure for this event was about \$1.1 million.

In the 2017/18 school year, EDB will sustain the measures on promoting STEM education. On enhancing the training of teachers, on top of various cross-KLA and KLA-based professional development programmes (PDP), we will further provide training programmes for curriculum leaders and middle managers of primary and secondary schools to strengthen their capacity in planning and implementing school-based STEM-related activities.

For the above ongoing support measures to schools, the cost will be subsumed under EDB's overall expenditure and separate breakdown is not available.

As regards universities funded by the University Grants Committee (UGC), the approved student intake places of UGC-funded programmes of the academic programme categories of Sciences, and Engineering and Technology for the 2014/15 to 2017/18 academic years by level of study is given in the Annex. The bulk of recurrent grants to the universities are in the form of a block grant based on the approved student numbers allocated to universities. As funding for the programmes related to STEM education is subsumed under the block grants, the UGC is unable to attribute the actual subvention on specific academic programmes.

(c) Regarding the proposal of reforming the academic structure to facilitate the promotion of STEM education in schools, EDB has been engaging relevant stakeholders including the school sector, tertiary institutions, curriculum advisory committees and the Hong Kong Examinations and Assessment Authority (HKEAA) to identify measures/arrangements that can motivate and facilitate student learning of STEM-related subjects. We shall continue to solicit views from different stakeholders for ongoing development of STEM education in schools. The cost will be subsumed under EDB's overall expenditure and separate breakdown is not available.

**Approved Student Intake Places of UGC-funded Programmes of the Academic Programme
Categories of “Sciences” and “Engineering and Technology” by Level of Study,
2014/15 to 2017/18**

(full-time equivalent)

Academic Year	Sub-degree	Undergraduate	Taught Postgraduate	Research Postgraduate	Total
2014/15	1 224	6 736	198	1 185	9 343
2015/16	1 134	6 581	183	884	8 782
2016/17	1 108	6 857	172	959	9 096
2017/18	1 079	6 921	176	1 007*	9 183*

Notes:

Mathematics discipline is included in the academic programme category of Sciences.

* Provisional figure.

- End -

CONTROLLING OFFICER'S REPLY

EDB291

(Question Serial No. 3776)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (5) Special Education,
(6) Other Educational Services and Subsidies, (8) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

The Education Bureau mentions that it will continue to provide recurrent funding to schools to support their implementation of the “Chinese Language Curriculum Second Language Learning Framework” for non-Chinese speaking students with supporting learning, teaching and assessment materials with a view to facilitating their effective learning of Chinese as a second language. What were the details and expenditure of the above task in 2016-17? What are the details and estimated expenditure of the relevant task in 2017-18?

Asked by: Hon CHAN Tanya (Member Question No. 74)

Reply:

The support measures for non-Chinese speaking students from the 2016/17 to 2017/18 school years and the expenditure are tabulated at Annex.

**Educational support measures for non-Chinese speaking (NCS) students
from the 2016/17 to 2017/18 school years**

Support measures	Estimated expenditure in the 2016/17 school year \$ million	Estimated expenditure in the 2017/18 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.	244.9 Note 1	259.5 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	3.9	4.1
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	2.8
Student grant for Applied Learning Chinese (for NCS students) starting from the 2014/15 school year	6.8	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>	2.58	3.07
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	1.72	Note 2
<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>(c) With the implementation of the free quality kindergarten education policy starting from the 2017/18 school year:</p> <p>(i) a grant comparable to the recommended salary of one kindergarten teacher will be provided to kindergartens admitting 8 or more NCS students for supporting NCS students</p> <p>(ii) training courses will be provided for kindergarten teachers on support of NCS students</p>	<p>0.7</p> <p>Note 3</p> <p>Note 1</p> <p>-</p> <p>-</p>	<p>-</p> <p>Note 3</p> <p>Note 1</p> <p>45.4</p> <p>1.8</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. Subject to further deliberation by the Standing Committee on Language Education and Research, the estimated expenditure is still being worked out.
3. For the 2-year USP project from the 2015/16 to 2016/17 school years, the actual expenditure of the 2015/16 school year is \$2.25 million and the estimated expenditure of the 2016/17 and 2017/18 school years is \$5.85 million and \$0.9 million 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. Besides, a funding of about \$10 million has also been earmarked for new USP project(s) to support kindergartens and primary schools admitting NCS students in the transition from kindergartens to primary schools from the 2017/18 to the 2018/19 school years.

- End -

CONTROLLING OFFICER'S REPLY

EDB292

(Question Serial No. 3777)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (000) Operational expenses
Programme: (4) Secondary Education
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education

Question:

- (a) The Education Bureau will continue to allow schools to turn the Senior Secondary Curriculum Support Grant (SSCSG) and the Career and Life Planning Grant (CLPG) into regular teaching posts to enhance the implementation of the senior secondary curriculum and strengthen life planning education and related guidance services. What are the details of the work and expenditure involved in 2016-17?
- (b) What are the detailed plan and estimated expenditure for the above work in 2017-18?
- (c) Has the Bureau assessed and consulted on the utilisation of the CLPG? If yes, what are the details and expenditure involved?

Asked by: Hon CHAN Tanya (Member Question No. 84)

Reply:

- (a) & (b) In the 2016/17 school year, slightly more than 230 public sector secondary schools have turned either or both of the Senior Secondary Curriculum Support Grant and Career and Life Planning Grant (CLPG) into some 370 regular teaching posts. The expenditure involved is subsumed under the Education Bureau's (EDB) recurrent expenditure. To enhance the implementation of the senior secondary curriculum and strengthen life planning education (LPE) and related guidance services, we will continue to encourage schools to turn the grants into regular teaching posts in the 2017/18 school year. A review on the measure will be conducted by the end of the 2017/18 school year.
- (c) EDB has been keeping track of the development of LPE at schools through questionnaire surveys and advisory school visits since its implementation in the 2014/15 school year. The relevant expenditure is subsumed under EDB's recurrent expenditure. Based on the information collected from our surveys and school visits, it is noted that a predominant majority of the schools (over 90%) used CLPG in acquiring additional manpower, such as additional teachers and teaching assistants. Most of the schools used the remaining balance of the grant, which is usually less than 20%, to hire school-based career-related services for students, procuring relevant teaching materials and financing students to attend related programmes or activities.

- End -

CONTROLLING OFFICER'S REPLY**EDB293****(Question Serial No. 3778)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (5) Special Education, (6) Other Educational Services and Subsidies, (7) Post-secondary, Vocational and Professional Education, (8) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

Starting from the 2017/18 school year, the Education Bureau (EDB) will provide the Learning Support Grant for public sector secondary schools to cover students with mental illness in order to help schools cater for their learning, social, emotional and behavioural needs. What are the details and the estimated expenditure involved?

Asked by: Hon CHAN Tanya (Member Question No. 85)

Reply:

Students with mental illness (MI) need support pertaining to their emotional and mental health needs which are generally transient in nature. Treatment to them by medical professionals such as psychiatrists and psychiatric nurses is of prime importance. Schools play a complementary role in providing concerted support with particular reference to the students' needs as advised by medical professionals. School professionals, including guidance personnel/teachers, school social workers and educational psychologists have been providing support and guidance services for students with MI, including the arrangement of multidisciplinary case conferences with medical professionals when necessary. To enhance the support for students with MI, from the 2017/18 school year onwards, students concerned will be provided with Learning Support Grant (LSG) under which schools will have additional resources to provide appropriate services, such as arranging for counselling and emotional support, etc. The estimated expenditure on the provision of LSG for students with MI in the 2017-18 financial year is about \$30 million.

- End -

CONTROLLING OFFICER'S REPLY**EDB294****(Question Serial No. 3779)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Secondary Education

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

Director of Bureau: Secretary for Education

Question:

The Education Bureau indicates that it will develop in the 2017/18 school year an evidence-based model with strategies and related teaching and learning resources for supporting the learning and development of senior secondary school students with autism having average to high average intelligence, premised on a support model developed for junior secondary school students with autism. What are the details and estimated expenditure of the above project?

Asked by: Hon CHAN Tanya (Member Question No. 86)

Reply:

With a view to developing a school support model suitable for students with autism spectrum disorders (ASD), the Education Bureau has been supporting 60 primary and 22 secondary schools to try out a 3-tier school support model from the 2014/15 to 2016/17 school years, aiming at improving the performance of primary and junior secondary students with ASD in learning, social and emotional adaptation. The model comprises arrangement of ASD-friendly strategies in the whole class level at tier-1, ASD-specific supplemental coaching after class in tier-2, and individual education plan (IEP) at tier-3.

Building on the empirically-validated support model for primary and junior secondary students with ASD, more evidence-based instructional strategies and resources appropriate for high functioning students with ASD attending senior secondary schools would be developed and tested out in the 22 secondary schools from the 2017/18 to 2018/19 school years. As regards primary schools, since 28 out of the 60 schools currently participating in the project would have solid experience in supporting students with ASD by the end of the 2016/17 school year and could sustain this support model on their own, we would focus our support to the remaining 32 primary schools for two more years to enrich their intervention strategies. Each school would be provided with additional funding to employ a teaching assistant to support the implementation of the enhanced measures. The effective practices consolidated from these schools would be compiled into an operation manual at the end of the project for the reference of other schools. The estimated expenditure for the two-year project is \$31.8 million.

- End -

CONTROLLING OFFICER'S REPLY

EDB295

(Question Serial No. 3780)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (000) Operational Expenses
Programme: (4) Secondary Education
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education

Question:

a) The Education Bureau will plan to provide a one-off grant at \$150,000 each to all public sector and Direct Subsidy Scheme secondary schools for the promotion of understanding of Chinese history and culture. What are the details and estimated expenditure?

b) Will the Education Bureau conduct any study or consultation on “making Chinese History as a compulsory subject” in the 2017/18 school year? If yes, what are the details and estimated expenditure? If no, what are the reasons?

Asked by: Hon CHAN Tanya (Member Question No. 14)

Reply:

a)
To promote Chinese history and culture, the Education Bureau (EDB) will provide a one-off grant of \$100,000 and \$150,000 respectively to each public sector and Direct Subsidy Scheme (DSS) primary and secondary school (including special schools), totalling about \$125 million, to help teachers enhance the teaching of General Studies in primary schools as well as Chinese Language, Chinese History and Chinese Literature in primary and secondary schools, so as to enable students to admire and inherit the spirit of excellence and the civilisation of the Chinese people.

In accordance with their school context and development needs, schools may flexibly deploy the grant to support teachers to improve their teaching, and develop school-based activities that are related to Chinese history and culture education. Measures could include producing high quality electronic or other relevant learning and teaching resources, supporting teachers to participate in interflow activities on learning and teaching in the Mainland and organising joint school activities or competitions between local schools or between schools in Hong Kong and the Mainland to promote interchange and dissemination of good practices. The estimated total expenditure incurred for secondary schools is \$77 million.

b) Regarding the issue of “making Chinese History as a compulsory subject”, we would like to clarify that the study of Chinese history and culture has already been made compulsory in the curriculum of primary and junior secondary levels since 2001. The learning contents are designated as well. Currently, nearly 90%

of the secondary schools offer Chinese History as an independent subject at the junior secondary level. For schools that have been promoting Chinese history education in a mode linking the two histories or through an integrated curriculum mode, they are required to make Chinese history the backbone of the curriculum and offer an independent and systematic Chinese history module in providing students with a holistic and systematic Chinese history education. In other words, regardless of the types of local secondary schools they attend, Chinese history education is compulsory.

- End -

CONTROLLING OFFICER'S REPLY

EDB296

(Question Serial No. 3781)

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

The Education Bureau indicates that it will provide additional grant to schools for children with severe intellectual disability, schools for children with physical disability and school for children with visual impairment cum intellectual disability for employing additional nurses and related staff to strengthen support for 24-hour ventilator-dependent students. What are the details and estimated expenditure of this?

Asked by: Hon CHAN Tanya (Member Question No. 15)

Reply:

To strengthen the support for the 24-hour ventilator-dependent students, an additional grant will be provided to schools for children with severe intellectual disability, schools for children with physical disability and the school for children with visual impairment cum intellectual disability for employing additional nurses and related staff. The amount of the additional grant for the respective schools depends on the actual number of 24-hour ventilator-dependent students enrolled. The expenditure for the 2017/18 school year is estimated to be \$7.0 million.

- End -

CONTROLLING OFFICER'S REPLY

EDB297

(Question Serial No.3782)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (000) Operational Expenses
Programme: (5) Special Education
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

The Education Bureau indicated that it plans to provide a one-off grant at \$150,000 each to all public sector special schools with a secondary section only, and those with both primary and secondary sections; and \$100,000 each to all public sector special schools with a primary section only for the promotion of understanding of Chinese history and culture. In this connection, what are the details and estimated expenditure? Will there be any measures to assess the effectiveness?

Asked by: Hon CHAN Tanya (Member Question No. 16)

Reply:

The Education Bureau (EDB) will provide a one-off grant of \$100,000 and \$150,000 respectively to each public sector and Direct Subsidy Scheme (DSS) primary and secondary school (including special schools) for the promotion of Chinese history and culture education. In accordance with their school context and development needs, special schools may flexibly deploy the grant to support teachers to improve their teaching, and develop school-based activities that are related to Chinese history and culture education. Measures could include producing high quality electronic or other relevant learning and teaching resources, supporting teachers to participate in interflow activities on learning and teaching in the Mainland and organising joint school activities or competitions between local schools or between schools in Hong Kong and the Mainland to promote interchange and dissemination of good practices. The estimated total expenditure for the one-off grant is \$125 million, of which about \$9 million will be disbursed to special schools.

Schools are required to comply with the guidelines promulgated by EDB when using the grant, and have to set out the income and expenditure in its audited accounts to be submitted to EDB annually. EDB will also collect schools' feedback, in particular on students' participation and interest, to gauge the effectiveness of the grant through various channels, including focus groups meetings and curriculum development visits.

- End -

CONTROLLING OFFICER'S REPLY**EDB298****(Question Serial No. 3783)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

Regarding the matter that the Education Bureau will “develop learning and teaching resource packages and an assessment bank for promoting Basic Law education at senior primary and junior secondary levels”, what were the details of the work and the expenditure for this purpose over the past 3 years? What are the detailed work plan and the estimated expenditure for this purpose in 2017/18?

Asked by: Hon CHAN Tanya (Member Question No. 17)

Reply:

The Education Bureau (EDB) has continuously enriched and updated the content of learning packages of the Basic Law in order to keep abreast of the latest curriculum development. To keep pace with the development of e-learning, an e-book version of “Understanding the Law, Access to Justice - Basic Law Learning Package (Junior Secondary)” (Reprinted with minor amendments in 2015) has been available for use since June 2015. To support the use of the Package, a DVD of supplementary video clips was developed and distributed in 2016. The “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. The Package will be disseminated in the 2017/18 school year.

On an on-going basis, EDB collects feedback and evaluates the effectiveness of its work through various channels to further enrich and refine the learning and teaching resource materials. Meanwhile, EDB will keep on organising professional development programmes for teachers in 2017/18 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. The expenditure of EDB for developing learning and teaching resources on Basic Law education from 2014-15 to 2017-18 is as follows:

2014-15 [@]	2015-16 ^{@#}	2016-17 ^{@*}	2017-18 ^{@++}
\$2.07 million	\$3.65 million	\$1.71 million	\$1.53 million

[@] Manpower resources in the provision are subsumed under the recurrent expenditure of EDB

[#] Actual figures revised from last year’s estimates

^{*} Provisional figures

⁺⁺ Estimated figures

- End -

CONTROLLING OFFICER'S REPLY

EDB299

(Question Serial No. 3784)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (000) Operational expenses
Programme: (6) Other Educational Services and Subsidies
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

The Education Bureau states that it will “develop support strategies to facilitate curriculum implementation, including the provision of professional development programmes, e-textbooks and preparation of learning and teaching resources for a variety of subjects”. What are the details and the estimated expenditure involved?

Asked by: Hon CHAN Tanya (Member Question No. 18)

Reply:

To facilitate curriculum implementation in schools, different support strategies, including the provision of professional development programmes, e-textbooks and preparation of learning and teaching resources for a variety of subjects, will be further developed for schools in 2017-18 by the Education Bureau (EDB):

- i. About 800 professional development programmes under various themes will be organised for school leaders, middle managers and teachers to support curriculum planning, implementation and evaluation.
- ii. e-Textbook review by EDB is now a regular practice with three submission periods per year and there are currently 46 sets of e-textbooks on the EDB Recommended e-Textbook List for schools' adoption.
- iii. About 200 items of learning and teaching resources for different subjects will be developed to provide continual support for curriculum implementation in schools. In addition, there are currently about 7 800 learning and teaching resources in the EDB One-stop Portal for Learning and Teaching Resources (OSP). EDB will continue to enrich the content of OSP to support learning and teaching in schools.

For (i) above, other than staffing cost which will be absorbed by the recurrent expenditure of EDB, the estimated expenditure in 2017-18 is about \$14.8 million. For (ii) and (iii), some costs, e.g. staffing cost as a significant part of the above support measures which will be carried out by professional staff of EDB, will be subsumed under the recurrent expenditure of EDB. Separate breakdown of the staffing and financial implication is thus not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB300

(Question Serial No. 3785)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (000) Operational expenses
Programme: (6) 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 implement the Professional Enhancement Grant Scheme with the Language Fund to enhance Chinese Language teachers’ professional capability in teaching Chinese as a second language”, what are its details and estimated expenditure?

Asked by: Hon CHAN Tanya (Member Question No. 19)

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 71 applications received so far, 68 applications 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 about \$1.97 million will be incurred for the reimbursement of grant to 68 teachers who have been approved for earmarking of the grant and have completed/will complete the recognised programmes under the Scheme in 2016-17 and thereafter.

- End -

CONTROLLING OFFICER'S REPLY

EDB301

(Question Serial No. 3787)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (000) Operational expenses
Programme: (6) Other Educational Services and Subsidies
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education

Question:

The Education Bureau (EDB) will introduce a three-year paid non-local study leave scheme on a pilot basis for serving secondary school teachers to broaden their perspectives and enrich their experience. What are the details and the estimated expenditure involved?

Asked by: Hon CHAN Tanya (Member Question No. 75)

Reply:

Under the pilot scheme, teachers will be granted full-pay study leave in order to take part in customised non-local professional development programmes lasting about one to three months. High-performing education systems overseas such as Finland, Australia, etc. will be considered as target locations for these customised programmes, which will include specific courses and/or on-site experiential learning attachment programmes, followed by a reflection period of two to three weeks for participants to consolidate their learning and draw up a school-based initiative/ an action research plan to apply what they have learnt in their own schools.

An annual budget of \$9.3 million, totalling \$28 million for three years, has been earmarked. Funding will be provided to the schools concerned for the employment of supply teacher(s) covering the whole period of study leave. Air tickets and course fees for participating teachers will also be funded by the Government. Customised programmes for the first batch of some 50 teachers will be implemented in the 2017/18 school year. The 3-year scheme is expected to benefit some 150 teachers. Detailed operating parameters such as location and duration of customised programmes, procedures of application, etc. are being drawn up and will be announced in due course.

- End -

CONTROLLING OFFICER'S REPLY

EDB302

(Question Serial No. 3799)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (000) Operational Expenses
Programme: (6) Other Educational Services and Subsidies
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

What were the details and expenditures of the work undertaken by the Education Bureau to support the Committee on Home-School Co-operation in the past 3 years? What will be the specific work plans and estimated expenditures in this aspect in 2017/18?

Asked by: Hon CHAN Tanya (Member Question No. 20)

Reply:

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-based Federations of PTAs (FPTAs) for organising home-school co-operation programmes and activities. The expenditure involved from the 2014-15 to 2016-17 financial years is about \$28.2 million, \$29.7 million and \$31.5 million respectively.

In the 2017-18 financial year, the estimated expenditure involved is about \$34.9 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

EDB303

(Question Serial No. 3802)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (000) Operational expenses
Programme: (6) 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 continue 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. What are the details and the estimated expenditure involved?

Asked by: Hon CHAN Tanya (Member Question No. 95)

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. The projects have been well received with participation of about 320 SpLD students and 1 300 NCS students in the first two years. It is estimated that a total number of 2 250 students (1 800 NCS and 450 SpLD students) will participate in the projects. The expenditure for the three-year pilot projects is estimated to be about \$16.6 million.

- End -

CONTROLLING OFFICER'S REPLY

EDB304

(Question Serial No. 3803)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (000) Operational expenses
Programme: (7) Post-secondary, Vocational and Professional Education
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

The Education Bureau indicated that it has the plan to launch the 7th round of Matching Grant Scheme with a commitment of \$500 million for eligible self-financing local degree-awarding institutions to apply. What are its details and estimated expenditure?

Asked by: Hon CHAN Tanya (Member Question No. 96)

Reply:

Following the announcement in the 2017 Policy Address, the Government will launch the seventh Matching Grant Scheme (MGS) for application by eligible local self-financing degree-awarding institutions (i.e. the Open University of Hong Kong, the Technological and Higher Education Institute under the Vocational Training Council and all approved post-secondary colleges registered under the Post Secondary Colleges Ordinance (Cap. 320)), with a view to further enhancing the education quality of the self-financing post-secondary education sector by helping such institutions tap more funding sources and fostering a philanthropic culture. The duration of the seventh MGS will be two years, commencing from August 2017 tentatively. A total of \$500 million has been earmarked for the seventh MGS for matching purpose. The estimated expenditure for 2017-18 is \$300 million and that for 2018-19 and 2019-20 is \$200 million in total.

- End -

CONTROLLING OFFICER'S REPLY**EDB305****(Question Serial No. 3805)**

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

The Government stated that it will continue to implement the Hong Kong Scholarship for Excellence Scheme to support outstanding students to study in renowned universities outside Hong Kong for three cohorts from the 2015/16 academic year and be subject to a review on its effectiveness. What have been done in the past and what were the expenditures? What are the details of the review on its effectiveness? What are the work plan and estimated expenditure in this regard for the 2017/18?

Asked by: Hon CHAN Tanya (Member Question No. 21)

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. The HKSES will benefit three cohorts of students, with up to 100 students per cohort, starting from the 2015/16 academic year and the effectiveness of the scheme will be subject to review afterwards.

For the first and second cohorts (i.e. 2015/16 and 2016/17 cohorts) of the HKSES, 658 and 681 applications were received respectively. We have awarded scholarship to a total of 185 students, of whom 119 are going to pursue undergraduate study and 66 postgraduate study in world renowned universities in the UK, the US, Australia, Canada and Spain. A list of the awardees and their respective universities and study programmes is available at the HKSES website (www.edb.gov.hk/hkses). The total expenditure for the HKSES for 2015-16 and 2016-17 financial year, including both the actual expenditure and the committed expenditure, is around \$58.6 million.

A total of 856 applications were received under the third cohort of the scheme and the applications are being processed. Following the success of its first two years of implementation, the HKSES will adopt broadly the same criteria and procedures in selecting the third 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 2017), shortlisting (from February to March 2017) 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 2017. With reference to the expenditure in the first two cohorts, the estimated expenditure for the 2017-18 financial year will be \$63.8 million. A review on the effectiveness of HKSES will be conducted after the award of scholarships for the third cohort.

- End -

CONTROLLING OFFICER'S REPLY

EDB306

(Question Serial No. 3807)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (000) Operational expenses
Programme: (7) Post-secondary, Vocational and Professional Education
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

The Education Bureau indicates that it will continue to implement the Mainland University Study Subsidy Scheme to provide needy students pursuing undergraduate studies in designated Mainland institutions with a means-tested subsidy during their study period. What are the details and estimated expenditure involved?

Asked by: Hon CHAN Tanya (Member Question No. 98)

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 in the Mainland under the Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions (Admission Scheme). Students having passed 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. To better support Hong Kong students in pursuing undergraduate studies in the Mainland and ensure that no students will be deprived of post-secondary education opportunity due to a lack of means, starting from the 2016/17 academic year, the MUSSS has been expanded to support needy Hong Kong students pursuing undergraduate studies in designated Mainland institutions, irrespective of the channels of their admission to these institutions.

The estimated expenditure on MUSSS in 2016/17 academic year is about \$29 million. As for 2017/18, while the estimated expenditure is not known yet as it depends on the number of applications and renewals, sufficient provision has been reserved for the purpose. Apart from the five civil service posts (namely, one Executive Officer I, two Clerical Officers and two Assistant Clerical Officers) 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.

- End -

CONTROLLING OFFICER'S REPLY

EDB307

(Question Serial No. 3808)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

- a) In 2016/17, the Government implemented initiatives to enhance the development of Hong Kong as a regional education hub, including 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 were the details and expenditure involved? How many Hong Kong students benefited from the initiatives?
- b) In 2017/18, what are the Government's work plans and estimated expenditure on the above-mentioned initiatives?

Asked by: Hon CHAN Tanya (Member Question No. 23)

Reply:

The Government has set up a Targeted Scholarship Scheme (TSS) since 2012/13 academic year under the HKSAR Government Scholarship Fund (Scholarship Fund) to offer up to ten 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 ten 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), up to ten scholarships will be offered to Indonesian students to cover their tuition fees, subject to a ceiling of \$120,000 per student per annum. The expenditure on scholarship in 2016/17 is \$1.2 million and the estimated expenditure for 2017/18 is \$2.4 million.

The "Belt and Road" region covers over 60 economies spanning Asia, Eastern Europe, Middle East and Africa, with a total population of 4.4 billion. Encouraging more "Belt and Road" students to come to Hong Kong to pursue university study will help promote internationalisation of our institutions. 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. In the long run, it will also 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.

Recognising the benefits of the "Belt and Road" initiative, two privately-funded scholarship schemes for attracting Malaysian and Thai students to study in Hong Kong will be launched in the 2017/18 academic year. The Government will, taking into account the views of the community, continue to consider how best to develop Hong Kong into a regional education hub, including attracting students from the "Belt and Road" regions to study in Hong Kong.

- End -

CONTROLLING OFFICER'S REPLY

EDB308

(Question Serial No. 3810)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (000) Operational expenses
Programme: (7) Post-secondary, Vocational and Professional Education
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education

Question:

The Government indicated that it will provide subsidy for needy post-secondary students studying in full-time locally-accredited undergraduate and sub-degree programmes to participate in exchange programmes:

- a) What were the work and expenditures on this aspect in the past 3 years? How many students have benefited from it?
- b) For the 2017/18 school year, what are the Government's working plan and estimated expenditure on this aspect?

Asked by: Hon CHAN Tanya (Member Question No. 99)

Reply:

To ensure that no post-secondary students will be denied access to exchange activities due to a lack of financial means, the Education Bureau (EDB) has introduced a Scheme for Subsidy on Exchange for Post-secondary Students (SSE) since January 2015. The SSE aims to provide local students enrolling in full-time locally accredited sub-degree or undergraduate programmes with means-tested grants so as to encourage their participation in exchange programmes outside Hong Kong. In the first subsidised period covering January 2015 to August 2016, around \$27 million was granted to 2 138 students.

EDB conducted a review on the effectiveness of the SSE in early 2016 and had extended its scope to cover exchange activities of shorter duration starting from July 2016. Besides, the ceiling of subsidy per student has been raised from HK\$15,000 to HK\$60,000 to support needy students participating in exchange activities held at farther destinations and of longer duration. Further, in order to capitalise on the new opportunities created by the "Belt and Road" initiatives, further to SSE, the Scheme for Subsidy on Exchange to "Belt and Road" Regions for Post-secondary Students, was introduced in July 2016 to encourage and support local students in need to go on exchanges in the "Belt and Road" regions. Each eligible student can apply for subsidies under the scheme twice capped at HK\$53,000 in total.

With the enhancements mentioned above, we envisage that the expenditure on subsidising post-secondary students to go on exchange will increase and more needy students will be benefited in the upcoming subsidised periods.

- End -

CONTROLLING OFFICER'S REPLY

EDB309

(Question Serial No. 3847)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (000) Operational expenses
Programme: (7) Post-secondary, Vocational and Professional Education
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education

Question:

According to the Government, it will reimburse tuition fees and provide a flat rate academic expenses grant for needy students pursuing eligible full-time programmes below sub-degree level:

- a) What were the details and the expenditure involved in the above task of the Bureau in the past 3 years? What was the number of beneficiaries in each of the years?
- b) In 2017/18, what are the details of the work plan and the estimated expenditure of the above task?

Asked by: Hon CHAN Tanya (Member Question No. 250)

Reply:

In the 2013/14 academic year (AY), 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 AY.

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 2016/17 AY, students meeting the above criteria (a)-(d) are those pursuing Diploma Yi Jin (DYJ) programme and subvented full-time 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 \$2,292 or a half-grant of \$1,146 in the 2016/17 AY. The amount of the flat rate grant will be subject to annual price adjustment.

The expenditure only covers the financial assistance to students and the Government will provide administrative support using existing manpower resources. The total expenditure spent and the number of students who received the tuition fee reimbursement and flat-rate academic expenses grant in the past three AYs are as follows –

	2014/15 AY	2015/16 AY	2016/17 AY (Provisional)
Total Expenditure	\$52.5 million	\$53.1 million	\$59.6 million
Number of Students who Received			
- Tuition Fee Reimbursement	2 779	2 820	About 3 000
- Flat-Rate Academic Expenses Grant	4 602	4 191	About 4 300

The information for the 2017/18 AY is not yet available.

- End -

CONTROLLING OFFICER'S REPLY**EDB310****(Question Serial No. 3848)**

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

The Government indicates that it will continue to monitor the implementation of the Study Subsidy Scheme for Designated Professions/Sectors and prepare for its regularisation after the current three-cohort pilot run, making it a recurrent initiative from the 2018/19 academic year onwards and increasing the number of subsidised places from about 1 000 per cohort to about 3 000 per cohort. What are the details and estimated expenditure of this?

Asked by: Hon CHAN Tanya (Member Question No. 251)

Reply:

In order to nurture talent to meet Hong Kong's social and economic needs, the Government has launched the Study Subsidy Scheme for Designated Professions/Sectors (SSSDP) on a pilot basis 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. 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 policy bureaux.

The Education Bureau conducted review of SSSDP by gauging views from the students admitted under SSSDP in the 2015/16 and 2016/17 academic years; the participating institutions; other self-financing post-secondary education institutions; the Committee on Self-financing Post-secondary Education; the industry sector as well as policy bureaux. All stakeholders were generally supportive of continuing the scheme and increasing the number of subsidised places. As announced in the 2017 Policy Address, SSSDP will be regularised starting from the 2018/19 academic year, with an increased number of subsidised places from about 1 000 per cohort to about 3 000. Current students of the designated programmes will also receive the subsidy from the 2018/19 academic year. It is expected that about 13 000 students will benefit from the scheme each academic year, involving an expenditure of about \$850 million per year.

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, 2016/17 and 2017/18 academic years, and the number of actual intakes in the 2015/16 and 2016/17 academic years are set out at Annex. The Education Bureau will announce the details of the relevant institutions, selected programmes and the respective number of subsidised places for the cohort to be admitted in the 2018/19 academic year later this year after consulting policy bureaux.

**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) – Major in Nursing	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 Actual Intakes,
and Annual Subsidy Amount for the Cohort Admitted in the 2016/17 Academic Year**

Institutions	Disciplines	Programmes	Number of subsidised places	Number of actual intakes	Annual subsidy amount (\$)
Caritas Institute of Higher Education	Health Care	Bachelor of Nursing (Honours)	60	60	70,000
Chu Hai College of Higher Education	Architecture and Engineering	Bachelor of Science (Honours) in Architecture	40	22	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	80	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	48	70,000
Tung Wah College	Health Care	Bachelor of Health Science (Honours) – Major in Nursing	200	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	30	40,000
	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	44	70,000
	Creative Industry	Bachelor of Arts (Honours) in Product Design	60	57	70,000
	Tourism and Hospitality	Bachelor of Arts (Honours) in Culinary Arts and Management	30	30	40,000
Total			1 030	991	

**Relevant Institutions, Selected Programmes, Number of Subsidised Places
and Annual Subsidy Amount for the Cohort to be Admitted in the 2017/18 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 Engineering with Honours in Testing and Certification	50	70,000
Tung Wah College	Health Care	Bachelor of Health Science (Honours) – Major in Nursing	200	70,000
	Health Care	Bachelor of Science (Honours) in Medical Laboratory Science	20	70,000
	Health Care	Bachelor of Science (Honours) in Radiation Therapy	12	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			1 062	

- End -

CONTROLLING OFFICER'S REPLY

EDB311

(Question Serial No. 3849)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (000) Operational expenses
Programme: (7) Post-secondary, Vocational and Professional Education
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

It is stated that the Vocational Training Council (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 are the details and estimated expenditure in this regard?

Asked by: Hon CHAN Tanya (Member Question No. 252)

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. Some 9 000 students in VTC will benefit every year.

- End -

CONTROLLING OFFICER'S REPLY**EDB312****(Question Serial No. 3850)**

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

The Vocational Training Council (VTC) will implement the Pilot Subsidy Scheme for Students of Professional Part-time Programmes from the 2016/17 academic year to provide tuition fee subsidy for three cohorts of about 5 600 students in total admitted to designated professional part-time programmes, within the area of study/training in “Architecture and Town Planning” or “Engineering and Technology” under the classification of the Hong Kong Qualifications Register. What are the details and the estimated expenditure involved?

Asked by: Hon CHAN Tanya (Member Question No. 253)

Reply:

In order to further encourage continuing education, we have implemented the Pilot Subsidy Scheme for Students of Professional Part-time Programmes (Pilot Scheme) starting from the 2016/17 academic year to provide tuition fee subsidy for working adults admitted to designated professional part-time programmes offered by the Vocational Training Council (VTC) covering programmes in the disciplines of construction, engineering and technology. The Pilot Scheme targets to encourage working adults to pursue higher qualifications which help enhance their upward mobility. It is estimated that the Pilot Scheme will benefit around 5 600 students in total for three cohorts.

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. Each applicant may apply for fee refund for not more than two programmes under the Pilot Scheme. The Pilot Scheme will incur a total non-recurrent expenditure of \$200 million for three cohorts of students, including both tuition fee subsidy and VTC's administrative cost for implementing the Pilot Scheme. The estimated expenditure from the 2016-17 to 2021-22 financial years is as follows –

	2016-17 \$ million	2017-18 \$ million	2018-19 \$ million	2019-20 \$ million	2020-21 \$ million	2021-22 \$ million	Total \$ million
Tuition fee subsidy	6.3	33.1	55.7	60.2	27.6	6.1	189.0
Administrative cost	1.0	2.0	2.0	2.0	2.0	1.0	10.0
Total	7.3	35.1	57.7	62.2	29.6	7.1	199.0

- End -

CONTROLLING OFFICER'S REPLY

EDB313

(Question Serial No. 3853)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (000) Operational expenses
Programme: (8) 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 continue to implement the Fourth Strategy on Information Technology in Education. Major initiatives include the phased provision of wireless network services and other supporting facilities for all public sector schools. In this connection, what are the details and estimated expenditure?

Asked by: Hon CHAN Tanya (Member Question No. 254)

Reply:

The estimated expenditure for implementation of the Fourth Strategy on Information Technology in Education (ITE4) in 2017-18 is \$21.5 million for providing one-off grant for the last batch of some 180 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; and for other support measures, including the promotion of e-safety. Besides, we will disburse an extra one-off IT grant of \$200,000 on average per school for the last batch of schools to enhance support on the practice of e-learning. An extra recurrent grant of \$70,000 will also be disbursed on average per school for all eligible public sector schools under the WiFi-900 project for subscription of WiFi services.

- End -

CONTROLLING OFFICER'S REPLY**EDB314****(Question Serial No. 3854)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

Regarding the Education Bureau's efforts to enhance the development of Hong Kong as a regional education hub in the 2016/17 school year, what are the work plans and expenditure involved?

Asked by: Hon CHAN Tanya (Member Question No. 255)

Reply:

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 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.

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 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), up to ten scholarships are offered to Indonesian students to cover their tuition fees, subject to a ceiling of \$120,000 per student per annum. The expenditure on scholarship in 2016/17 is \$1.2 million.

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 eight vacant government 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 government 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, provides scholarships to students pursuing full-time locally-accredited self-financing sub-degree or undergraduate programmes; and supports worthwhile non-works projects 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.

The above initiatives are regular policy work of the Education Bureau hence the implementation is funded by our existing resources.

- End -

CONTROLLING OFFICER'S REPLY

EDB315

(Question Serial No. 3857)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

(a) The Education Bureau (EDB) will provide financial and professional support on a pilot basis to local public sector and Direct Subsidy Scheme (DSS) schools having formed sister schools with their counterparts in the Mainland in 2016-17. What are the details and expenditure involved? What is the total number of schools in the territory that have formed sister school with their counterparts in the Mainland? Please list the names of the schools.

(b) Will the EDB earmark resources for this purpose to continue the work in 2017/18? If yes, what are the details and estimated expenditure? If no, what are the reasons?

Asked by: Hon CHAN Tanya (Member Question No. 256)

Reply:

(a) The Education Bureau has implemented a three-year Pilot Scheme on Promoting Interflows between Sister Schools in Hong Kong and the Mainland ("the Pilot Scheme") with effect from the 2015/16 school year through which a fixed grant of \$120,000 per annum and professional support are provided to local public sector and Direct Subsidy Scheme schools (including special schools) that have formed sister schools with their counterparts in the Mainland. The estimated expenditure for 2016-17 is about \$49 million. As at end of February 2017, the total number of Hong Kong schools that have sister school(s) in the Mainland is over 570. It is a prevailing practice that we do not disclose the name of each participating school in the Pilot Scheme to avoid possible labelling and unnecessary pressure on individual schools.

(b) The Pilot Scheme lasts for 3 years from the 2015/16 to 2017/18 school years. We have already reserved about \$149 million in 2017-18 for the continuation of the Pilot Scheme.

- End -

CONTROLLING OFFICER'S REPLY

EDB316

(Question Serial No. 3858)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (7) Post-secondary, Vocational and Professional Education, (8) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

Starting from the 2016/17 academic year, the Government has introduced 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. In this connection, regarding the 2016/17 school year, please advise:

- a) the total amount of the scholarship;
- b) the maximum amount of scholarship per student;
- c) the number of benefitted students;
- d) the award criteria.

Asked by: Hon CHAN Tanya (Member Question No. 257)

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 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), 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. Ten Indonesian students have been awarded the scholarships and they are pursuing undergraduate studies in Hong Kong. Thus, the scholarship granted in the 2016-17 financial year was \$1.2 million. The scholarship is tenable for the normal duration of the programme concerned and renewable annually subject to satisfactory academic performance of the awardees.

The selection process of the Hong Kong Scholarship for “Belt and Road” Students (Indonesia) is merit-based. Participating institutions would make nominations to the Scholarship Fund Secretariat having regarded to the students’ academic performance, leadership skills, communication skills, etc. The Indonesian Government would also be invited to make recommendations. The nominations and recommendations would then be passed to the Steering Committee of the Scholarship Fund for consideration and endorsement.

- End -

CONTROLLING OFFICER'S REPLY**EDB317****(Question Serial No. 3859)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

What were the work, manpower arrangement and expenditure of the Education Bureau for conducting the International Civic and Citizenship Education Study 2016? Will the Bureau carry on with the above work in 2017-18? If yes, what are the details and estimated expenditure? If no, what are the reasons?

Asked by: Hon CHAN Tanya (Member Question No. 258)

Reply:

The Education Bureau (EDB) has commissioned a research institute in 2014 to administer the International Civic and Citizenship Education Study 2016 (hereafter called the Study). The research institute has completed the Main Survey of the Study in Hong Kong in the 2015/16 school year and is now conducting data processing and analysis. EDB will continue monitoring its progress. The expenditures in 2016-17 and 2017-18 are listed below:

2016-17 [@]	2017-18 [@]
(\$million)	(\$million)
(Actual)	(Estimate)
0.6	1.4

[@] Manpower resources are subsumed under the recurrent expenditure of EDB.

- End -

CONTROLLING OFFICER'S REPLY**EDB318****(Question Serial No. 3860)**

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:

- 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 3 years.
- b) The estimated total expenditure and estimated total recurrent expenditure on education in 2017/18, as well as their estimated percentage shares in the Government's total public expenditure and total recurrent expenditure.

Asked by: Hon CHAN Tanya (Member Question No. 259)

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 2014-15 to 2017-18 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	%
2014-15	73,724	17.4	67,803	22.2
2015-16	78,968	16.9	72,352	22.3
2016-17 Revised Estimate	82,601	16.5	75,505	21.9
2017-18 Estimate	87,516	16.5	78,627	21.2

- End -

CONTROLLING OFFICER'S REPLY

EDB319

(Question Serial No. 3861)

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

Will the Government continue to provide free lunch at schools for eligible needy primary students in special schools in the 2017/18 school year? If yes, what are the details, estimated expenditure and number of students expected to benefit from it? If no, what are the reasons?

Asked by: Hon CHAN Tanya (Member Question No. 260)

Reply:

For the 2017/18 school year, we have earmarked a provision of about \$236 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 585 eligible primary students in special schools would benefit from the programme in the 2017/18 school year with an estimated expenditure of about \$2.3 million.

- End -

CONTROLLING OFFICER'S REPLY

EDB320

(Question Serial No. 3864)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (000) Operational expenses
Programme: (6) 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: Hon CHAN Tanya (Member Question No. 261)

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 2014/15 to 2016/17 school years) is tabulated at Annex A and Annex B respectively. The number of ethnic minority students studying at kindergartens from the 2014/15 to 2016/17 school years is tabulated at Annex C.

**Number of non-Chinese speaking ethnic minority students by ethnicity studying in primary schools
from the 2014/15 to 2016/17 school years**

	2014/15	2015/16	2016/17
Indonesian	98	115	128
Filipino	1 285	1 290	1 309
Indian	923	944	970
Pakistani	3 029	3 021	3 121
Nepalese	1 434	1 572	1 671
Japanese	83	95	113
Thai	143	158	161
Korean	37	44	53
Other Asian	201	230	227
White	492	496	567
Others	363	373	374
Total	8 088	8 338	8 694

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 2014/15 to 2016/17 school years**

	2014/15	2015/16	2016/17
Indonesian	47	57	72
Filipino	1 448	1 510	1 508
Indian	1 196	1 223	1 201
Pakistani	2 607	2 848	2 890
Nepalese	1 269	1 325	1 364
Japanese	66	57	59
Thai	107	115	134
Korean	57	50	55
Other Asian	181	205	213
White	180	218	217
Others	354	390	421
Total	7 512	7 998	8 134

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 2014/15 to 2016/17 school years**

	2014/15	2015/16	2016/17
Indonesian	76	97	103
Filipino	641	626	584
Indian	1 078	1 142	1 242
Pakistani	1 486	1 503	1 515
Nepalese	954	966	978
Japanese	772	756	738
Thai	104	80	107
Korean	284	261	310
Other Asian	429	386	338
White	3 245	3 220	3 251
Others	1 299	1 444	1 542
Total	10 368	10 481	10 708

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

EDB321

(Question Serial No. 3865)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (000) Operational expenses
Programme: (8) 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 2016/17 school year?
- (b) Regarding strengthening schools' internal management and reducing teachers' administrative workload, what are the specific work plan and estimated expenditures of the 2017/18 school year?

Asked by: Hon CHAN Tanya (Member Question No. 262)

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 completed by the end of 2016. The expenditure involving the last batch of schools was \$16.2 million.

In the light of the successful experience and good foundation of the Pilot Project, a one-off Strengthening School Administration Management (SAM) Grant at \$0.25 million has been provided in 2016 for public sector and Direct Subsidy Scheme schools which had not participated in the Pilot Project before to enable them to initiate improvement measures for enhancing the effectiveness of school administration management. Schools may use the SAM Grant up to 31 August 2018. The total expenditure incurred was \$214.3 million. We will continue to enhance the Web-based School Administration and Management System to further strengthen our support to all schools.

- End -

CONTROLLING OFFICER'S REPLY

EDB322

(Question Serial No. 3866)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (000) Operational expenses
Programme: (7) Post-secondary, Vocational and Professional Education
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 school 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 2017/18 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: Hon CHAN Tanya (Member Question No. 263)

Reply:

(a)
Based on the data provided by institutions offering full-time locally-accredited self-financing sub-degree and undergraduate programmes, information on application fees and enrolment deposits collected by each of the institutions from the 2013/14 to 2015/16 academic years is set out at **Annex A**.

(b)
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 from the 2015/16 to 2016/17 academic years are set out at **Annex B and C**.

(c)&(d)

Through the development of the publicly-funded and self-financing sectors, about 45% of our young people in the relevant cohort now have access to degree-level education in Hong Kong. Including sub-degree education, over 70% of them now have access to post-secondary education locally. Looking ahead, we envisage the number of secondary school graduates to drop from about 57 000 in 2016 to 43 000 in 2022. At present, there are sufficient publicly-funded and self-financing post-secondary places at sub-degree level or above for all Secondary 6 students who meet the minimum entrance requirements for admission.

We have been communicating with self-financing post-secondary institutions on various occasions the strategies and issues relating to the consolidation on both the quality and quantity of their programmes in view of declining student population in the coming years. The institutions have also been reminded to remain prudent in launching new programmes and to take into consideration the availability of similar programmes and the demand for programmes to be offered.

At the same time, in order to nurture talent to meet Hong Kong's social and economic needs, the Government has launched the Study Subsidy Scheme for Designated Professions/ Sectors (SSSDP) on a pilot basis 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. As announced in the 2017 Policy Address, SSSDP will be regularised from the 2018/19 academic year with an increased number of subsidised places from about 1 000 per cohort to about 3 000. Current students of the designated programmes will also receive the subsidy from the 2018/19 academic year. It is expected that about 13 000 students will benefit from the scheme each academic year. The regularisation of SSSDP will also help encourage the self-financing institutions to focus on developing programmes which could meet the manpower needs and economic development of Hong Kong.

**Total of Application Fees and Enrolment Deposits Collected by Institutions
Offering Full-time Locally-accredited Self-financing Post-secondary Programmes
from the 2013/14 to 2015/16 Academic Years**

Institution	2013/14 Academic Year			2014/15 Academic Year			2015/16 Academic Year		
	Application Fee (\$)	Enrolment Deposits ^[1] (\$)		Application Fees (\$)	Enrolment Deposits ^[1] (\$)		Application Fees (\$)	Enrolment Deposits ^[1] (\$)	
Caritas Bianchi College of Careers	36,900	595,300	(45,000)	31,900	425,000	(65,000)	30,600	220,000	(55,000)
Caritas Institute of Community Education	-	-	-	-	163,200	-	192,050	765,000	(90,000)
Caritas Institute of Higher Education	92,600	720,000	(115,000)	171,600	930,000	(25,000)	27,690	327,600	(4,500)
Centennial College	86,250	1,760,000	(590,000)	88,950	1,075,000	(285,000)	76,650	770,000	(225,000)
Chu Hai College of Higher Education	396,700	2,715,000	(925,000)	380,200	2,570,000	(665,000)	209,200	1,185,000	(340,000)
City University of Hong Kong	2,067,000 [#]	-	-	128,000	-	-	-	-	-
City University of Hong Kong – Community College of City University	1,900,000	17,700,000	(432,000)	1,300,000	12,300,000	(580,000)	1,500,000	15,500,000	(499,000)
City University of Hong Kong – School of Continuing and Professional Education	98,000	5,685,000	(575,000)	103,600	9,995,000	(1,275,000)	39,200	7,200,000	(1,195,000)
Hang Seng Management College	1,303,330	4,762,000	(1,190,000)	1,442,860	8,436,000	(2,178,000)	1,013,900	6,139,000	(1621,000)
HKU SPACE Po Leung Kuk Stanley Ho Community College	909,200	6,230,000	(1,180,000)	716,800	6,775,000	(765,000)	525,600	4,900,000	(690,000)
Hong Kong Art School	70,400	555,000	(75,000)	59,200	65,000	(45,000)	45,200	465,000	(75,000)
Hong Kong Baptist University	288,600	3,126,000	(586,000)	318,300	3,603,000	(604,000)	225,300	3,035,000	(376,000)
Hong Kong Baptist University – School of Continuing Education	287,800	635,000	(135,000)	185,800	695,000	(120,000)	242,000	920,000	(85,000)
Hong Kong Baptist University – College of International Education	1,432,800	6,275,000	(1,260,000)	1,116,200	7,460,000	(1,115,000)	1,249,000	7,870,000	(1310,000)
Hong Kong College of Technology and HKCT Institute of Higher Education	%	%	%	%	%	%	8,220	1,560,000	(60,000)
Hong Kong Institute of Technology	102,500	1,538,320	(134,480)	45,750	1,184,080	(98,400)	35,400	871,080	(205,800)
Hong Kong Nang Yan College of Higher Education	-	53,200	(1,900)	-	82,600	(17,600)	-	175,000	(39,000)
Hong Kong Shue Yan University	1,208,600	-	-	1,375,800	-	-	948 000	-	-
Lingnan University - The Community College at Lingnan University and Lingnan Institute of Further Education	303,000*	6,665,000	(639,000)	218,000*	3,140,000	(305,000)	167,000*	2,890,000	(380,000)
SCAD Foundation (Hong Kong) Limited / Savannah College of Art and Design	3,850	290,625	(50,375)	2,992	189,875	(23,250)	-	85,250	(15,500)
School of Continuing and Professional Studies, The Chinese University of Hong Kong	1,452,400	6,987,000	(1,207,000)	1,381,000	7,910,000	(1,161,000)	1,159,000	7,445,000	(845,000)
The Education University of Hong Kong	373,500	5,995,720	(667,370)	468,150	5,993,090	(707,640)	654,150	5,883,120	(747,890)
The Hong Kong Polytechnic University	808,200	10,515,325	(684,375)	694,650	7,799,000	(604,500)	169,800	7,548,250	(126,250)
The Hong Kong Polytechnic University – Hong Kong Community College	2,726,850	24,281,000	(4,721,000)	2,630,550	22,426,250	(4,086,250)	2,658,450	23,006,500	(3921,500)
The Hong Kong Polytechnic University – School of Professional Education and Executive Development	517,350	6,068,000	(613,000)	579,000	9,189,000	(1,184,000)	500,400	8,391,000	(1091,000)
The Hong Kong University of Science and Technology	622	112,032	(7,002)	622	135,372	(4,668)	622	93,360	4,668
The Open University of Hong Kong	1,395,200	1,710,000	(100,000)	1,690,200	94,000	(5,000)	1,405,400	1,380,000	(5,000)

Institution	2013/14 Academic Year			2014/15 Academic Year			2015/16 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	127,500	2,967,000	(231,000)	168,800	3,891,000	(260,500)	186,400	4,941,000	(270,000)
The University of Hong Kong - HKU School of Professional and Continuing Education	2,700	1,635,000	(225,000)	64,050	2,975,000	(365,000)	35,250	1,150,000	(695,000)
The University of Hong Kong – HKU SPACE Community College	2,656,950	14,445,000	(3,770,000)	2,088,400	15,626,000	(3,205,000)	1,809,300	14,670,000	(3030,000)
Tung Wah College	866,600	4,820,000	(650,000)	736,400	4,830,000	(615,000)	510,000	3,495,000	(865000)
Vocational Training Council (VTC)	^	20,920,000	+	^	21,335,000	+	^	20,200,000	+
Yew Chung Community College	49,300	245,000	(30,000)	48,900	485,000	(50,000)	87,600	685,000	(135,000)
YMCA College of Careers	9,250	115,000	-	12,000	145,000	-	15,950	99,750	(4,750)

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 -funded or self-financing senior year places of business administration programmes.

“%” The institution does not have such figures.

“*” 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 of Full-time Locally-accredited Self-financing Sub-degree, First-year-first-degree and Top-up Degree Programmes
by Institution from the 2015/16 to 2016/17 Academic Years**

Institution	2015/16 Academic Year				2016/17 Academic Year			
	Estimated Intakes				Estimated Intakes			
	Sub-degree	First-year-first-degree ^[1]	Top-up Degree	Total	Sub-degree	First-year-first-degree ^[1]	Top-up Degree	Total
Caritas Bianchi College of Careers	270	-	-	270	185	-	-	185
Caritas Institute of Community Education	296	-	-	296	132	-	-	132
Caritas Institute of Higher Education	300	360	345	1 005	195	330	325	850
Centennial College	-	440	320	760	-	440	320	760
Chu Hai College of Higher Education	-	1 030	-	1 030	-	1 040	-	1 040
City University of Hong Kong and its School of Continuing and Professional Education and Community College of City University	2 500	-	1 930	4 430	2 900	380	1 615	4 895
Gratia Christian College	-	180	-	180	-	180	-	180
Hang Seng Management College	-	1 282	215	1 497	-	1 300	260	1 560
HKCT Institute of Higher Education	-	25	25	50	-	15	25	40
HKU SPACE Po Leung Kuk Stanley Ho Community College	1 900	-	-	1 900	1 960	-	-	1 960
Hong Kong Art School	80	65	-	145	50	65	-	115
Hong Kong Baptist University and its School of Continuing Education and College of International Education	1 993	120	1 450	3 563	1 993	120	1365	3 478
Hong Kong College of Technology	375	-	-	375	275	-	-	275
Hong Kong Institute of Technology	300	100	191	591	200	150	191	541
Hong Kong Nang Yan College of Higher Education	90	120	80	290	60	180	100	340
Hong Kong Shue Yan University	-	1 283	-	1 283	-	1 245	-	1 245
Lingnan University and its Community College at Lingnan University and Lingnan Institute of Further Education	680	-	-	680	650	-	-	650
SCAD Foundation (Hong Kong) Limited / Savannah College of Art and Design, Inc.	-	300	-	300	-	300	-	300
School of Continuing and Professional Studies, The Chinese University of Hong Kong	1 400	-	455	1 855	1 210	-	455	1 665
The Education University of Hong Kong	126	379	139	644	-	334	140	474
The Hong Kong Polytechnic University and its School of Professional Education and Executive Development and Hong Kong Community College	3 640	-	2 065	5 705	3 675	-	2 158	5 833
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	1 440	1 810	1 380	4 630	1 080	1 710	1 050	3 840
The University of Hong Kong - HKU SPACE & HKU SPACE Community College	3 500	120	731	4 351	2 800	85	507	3 392
Tung Wah College	150	710	305	1 165	310	660	320	1 290
Vocational Training Council	3 030	930	2 705	6 665	2 610	1 010	2 978	6 598
Yew Chung Community College	120	-	-	120	120	-	-	120
YMCA College of Careers	90	-	-	90	80	-	-	80

Notes:

[1] Figures include for the Study Subsidy Scheme for Designated Professions/Sectors

“-” Denotes no relevant programmes were offered.

The figures are based on institutions' estimates for planning purpose and do not necessarily mean the maximum approved intakes.

**Actual Intakes of Full-time Locally-accredited Self-financing Sub-degree, First-year-first-degree and Top-up Degree Programmes
by Institution from the 2015/16 to 2016/17 Academic Years**

Institution	2015/16 Academic Year				2016/17 Academic Year			
	Actual Intakes				Actual Intakes ^[1]			
	Sub-degree	First-year- first-degree ^[2]	Top-up Degree	Total	Sub-degree	First-year- first-degree ^[2]	Top-up Degree	Total
Caritas Bianchi College of Careers	162	-	-	162	128	-	-	128
Caritas Institute of Community Education	88	-	-	88	92	-	-	92
Caritas Institute of Higher Education	174	283	121	578	158	277	105	540
Centennial College	-	75	62	137	-	25	10	35
Chu Hai College of Higher Education	-	169	-	169	-	166	-	166
City University of Hong Kong and its School of Continuing and Professional Education and Community College of City University	3 299	-	1 110	4 409	3 392	236	688	4 316
Gratia Christian College	-	51	-	51	-	18	-	18
Hang Seng Management College	-	1 071	136	1 207	-	1 174	251	1 425
HKCT Institute of Higher Education	-	-	8	8	-	@	@	@
HKU SPACE Po Leung Kuk Stanley Ho Community College	1 177	-	-	1 177	1 002	-	-	1 002
Hong Kong Art School	42	36	-	78	72	114	-	186
Hong Kong Baptist University and its School of Continuing Education and College of International Education	1 888	126	950	2 964	1 874	137	898	2 909
Hong Kong College of Technology	207	-	-	207	216	-	-	216
Hong Kong Institute of Technology	215	13	138	366	221	60	119	400
Hong Kong Nang Yan College of Higher Education	12	25	13	50	0	12	12	24
Hong Kong Shue Yan University	-	1 337	-	1 337	0	817	-	817
Lingnan University and its Community College at Lingnan University and Lingnan Institute of Further Education	499	-	-	499	475	-	-	475
SCAD Foundation (Hong Kong) Limited / Savannah College of Art and Design, Inc.	-	115	-	115	-	119	-	119
School of Continuing and Professional Studies, The Chinese University of Hong Kong	1 074	-	220	1 294	957	-	137	1 094
The Education University of Hong Kong	115	288	131	534	-	284	125	409
The Hong Kong Polytechnic University and its School of Professional Education and Executive Development and Hong Kong Community College	3 713	-	1 806	5 519	4 224	-	1 701	5 925
The Hong Kong University of Science and Technology	-	48	-	48	-	56	-	56
The Open University of Hong Kong and Li Ka Shing Institute of Professional and Continuing Education	1 018	1 880	1 394	4 292	860	1 639	1 434	3 933
The University of Hong Kong - HKU SPACE & HKU SPACE Community College	2 719	60	486	3 265	2 932	50	315	3 297
Tung Wah College	107	363	118	588	236	350	129	715
Vocational Training Council	3 002	761	2 043	5 806	2 450	641	2 020	5 111
Yew Chung Community College	107	-	-	107	108	-	-	108
YMCA College of Careers	37	-	-	37	32	-	-	32

Notes:

[1] Provisional figures as at late October 2016. The final figures may vary.

[2] Figures include those for the Study Subsidy Scheme for Designated Professions/Sectors.

“-” Indicates that no relevant programmes were offered by the institutions.

@ Figures are not available from the institution.

– End –

CONTROLLING OFFICER'S REPLY

EDB323

(Question Serial No. 3867)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (000) Operational expenses
Programme: (7) Post-secondary, Vocational and Professional Education
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 2016/17;
- (b) the estimated expenditure and number of beneficiaries for 2017/18.

Asked by: Hon CHAN Tanya (Member Question No. 264)

Reply:

In the 2013/14 academic year (AY), 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 AY.

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 2016/17 AY, students meeting the above criteria (a)-(d) are those pursuing Diploma Yi Jin (DYJ) programme and subvented full-time 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 \$2,292 or a half-grant of \$1,146 in the 2016/17 AY. The amount of the flat rate grant will be subject to annual price adjustment.

For the 2016/17 AY, the estimated expenditure for the programme is about \$59.6 million, and about 3 000 and 4 300 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 2017/18 AY is not yet available.

- End -

CONTROLLING OFFICER'S REPLY

EDB324

(Question Serial No. 3868)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (000) Operational expenses
Programme: (6) 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 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 2017-18?

Asked by: Hon CHAN Tanya (Member Question No. 265)

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 are subsumed under the existing resources of the EDB.

- End -

CONTROLLING OFFICER'S REPLY**EDB325****(Question Serial No. 3869)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (6) Other Educational Services and Subsidies, (8) 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;
- (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: Hon CHAN Tanya (Member Question No. 24)

Reply:

- (1) The so-called “matchbox-style school premises” refer to those cuboidal shaped premises constructed between mid-1960s and 1980 at public housing estates for primary school use. At present, there are 28 public sector primary schools operating in such premises and two of them have been allocated with new school premises for reprovisioning.

In response to the request made by the Legislative Council Panel on Education (the Panel) in March 2016, we have consulted the 28 schools concerned on whether they would agree to our releasing their school information to the Panel. Of the 28 schools concerned, 26 schools have sent in their replies. 23 of them have no objection to the release of their school information to the Panel while three schools do not agree so. The information related to the 23 schools which have given their consent is set out in the Annex. Among the remaining five schools, two are located in Kwun Tong, two in Tsuen Wan and one in Kwai Tsing, and all these school premises were built 41-50 years ago.

- (2) 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. School premises maintenance works will also be carried out to improve the facilities

of schools through the established mechanism of major repairs and emergency repairs, and about \$1,186 million, representing an increase of about 9% when compared to 2016-17, has been earmarked in 2017-18 for the purpose.

In light of the discussion and consensus reached by EDB, the Panel and the sector at the tripartite meetings held in 2016, the Chief Executive announced in his Policy Address on 18 January 2017 the initiative to improve the facilities of 26 “matchbox-style school premises” with regard to the unique design features of such premises. We have briefed Members of the Panel at its meeting of 13 February 2017 on the related arrangement, including five proposed improvement measures in relation to the common problems arising from the unique design features of these school premises, as well as exploration of potential scope for campus expansion and technically feasible means for better utilising the existing space. The Government will allocate additional resources to take forward the aforementioned improvement scheme.

(3) 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). EDB launches SAE from time to time and all eligible school sponsoring bodies in the territory may submit applications for reprovisioning existing schools under their sponsorship. The applications will be assessed by the School Allocation Committee (the Committee), which comprises both official and non-official members. While quality of education is the prime consideration, the Committee will also take into account factors such as the operation track record of the school sponsoring body, the school plan after relocation, etc. Condition of the existing school premises is one of the major factors of consideration for reprovisioning cases.

We have reviewed the VSP and reserved school sites under EDB and shortlisted those which could potentially be allocated for the purpose of reprovisioning or physical extension of existing schools through SAE in 2017. While suitable new sites or VSP available for such purpose are limited in number and are not found in all the districts where “matchbox-style school premises” are situated, EDB will expedite the relevant allocation process through the existing school allocation mechanism. Schools may take into account their school-based considerations and consider if they would like to apply for the sites/premises concerned.

Information on the 23 public sector primary schools operating in “matchbox-style school premises”

	School	District	No. of years since completion of school premises	
			30 – 40 years	41 – 50 years
1.	The Evangelical Lutheran Church of Hong Kong Faith Love Lutheran School	Estate School No. 2, Yue Wan Estate, Chai Wan	✓	
2.	Pak Tin Catholic Primary School*	Block 3, Pak Tin Estate, Shum Shui Po		✓
3.	Po Yan Oblate Primary School	15 Lok Sin Road, Kowloon		✓
4.	Po Leung Kuk Mrs Chan Nam Chong Memorial Primary School	G/F, Choi Wan Estate, Clear Water Bay Road, Kowloon	✓	
5.	Carmel Leung Sing Tak School	Estate School No. 2, Shun On Estate, Kwun Tong	✓	
6.	Ping Shek Estate Catholic Primary School	Estate School No. 1, Ping Shek Estate, Kwun Tong		✓
7.	Hong Kong Taoist Association Wun Tsuen School	Upper Ngau Tau Kok Estate, On Shin Road, Kwun Tong		✓
8.	Man Kiu Association Primary School	Estate School No. 3, Upper Ngau Tau Kok Estate, Kwun Tong		✓
9.	Father Cucchiara Memorial School	Estate School No. 2, Cheung Ching Estate, Tsing Yi	✓	
10.	Asbury Methodist Primary School	Estate School No. 2, Lai King Estate, Kwai Chung		✓
11.	CNEC Ta Tung School	Estate School No. 1 Kwai Hing Estate, Kwai Chung		✓
12.	The Evangelical Lutheran Church of Hong Kong Kwai Shing Lutheran Primary School	Estate School No. 6, Kwai Shing Estate, Kwai Chung		✓
13.	S.K.H. Chu Yan Primary School	Estate School No. 2, Kwai Shing Estate, Kwai Chung		✓
14.	Sir Robert Black College of Education Past Students' Association Lee Yat Ngok Memorial School	221 Kwai Shing Circuit, Kwai Chung	✓	
15.	Lei Muk Shue Catholic Primary School	Estate School No. 2, Lei Muk Shue Estate, Tseun Wan		✓
16.	Tsuen Wan Public Ho Chuen Yiu Memorial School	Estate Primary School No. 1, Shek Wai Kok Estate, Tsuen Wan	✓	
17.	S.K.H. Holy Spirit Primary School	Lek Yuen Estate, Shatin	✓	
18.	The Little Flower's Catholic Primary School	Wo Che Estate, Shatin	✓	
19.	The Evangelical Lutheran Church of Hong Kong Wo Che Lutheran School	Wo Che Estate, Shatin	✓	
20.	Shatin Tsung Tsin School	Lek Yuen Estate, Shatin		✓
21.	Toi Shan Association Primary School	14 Shek Pai Tau Road, Tuen Mun	✓	
22.	Po Leung Kuk Vicwood K.T.	Tai Hing Estate, Tuen Mun	✓	

	School	District	No. of years since completion of school premises	
			30 – 40 years	41 – 50 years
	Chong No. 2 Primary School			
23.	Islamic Primary School	2 Oi Tak Lane, Yau Oi Estate, Tuen Mun	✓	

“*” The school will be reprovisioned.

- End -

CONTROLLING OFFICER'S REPLY

EDB326

(Question Serial No. 3870)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (000) Operational expenses
Programme: (7) Post-secondary, Vocational and Professional Education
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: Hon CHAN Tanya (Member Question No. 266)

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 10 March 2017, 39 loans amounting to a total of about \$7.3 billion were approved. 14 loans have been fully repaid and the total amount of outstanding loan is about \$4.2 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 10 March 2017)**

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	20,322,000	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	54,862,662	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	124,113,776	September 2026
15	Hong Kong Baptist University*	School of Continuing Education	359,200,000	159,644,440	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	112,800,000	January 2029
17	The Hong Kong Polytechnic University*	Hong Kong Community College and The Hong Kong Polytechnic University	424,714,000	254,828,400	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	153,800,000	January 2027
19	The Hong Kong Polytechnic University*	Hong Kong Community College and The Hong Kong Polytechnic University	458,100,000	297,765,000	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	152,400,000	January 2029
22	The Open University of Hong Kong	The Open University of Hong Kong	120,000,000	24,000,000	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	3,240,000	January 2018
25	The Chinese University of Hong Kong	School of Continuing and Professional Studies	22,743,000	2,274,300	November 2017
26	Hong Kong Arts Centre	The Hong Kong Art School	5,500,000	1,650,000	September 2019
27	HKCT Group Limited	Hong Kong College of Technology	29,000,000	11,600,000	December 2020
28	The University of Hong Kong	HKU School of Professional and Continuing Education	40,344,000	20,172,000	February 2022
29	Chu Hai College of Higher Education	Chu Hai College of Higher Education	350,000,000	350,000,000	July 2026
30	The Open University of Hong Kong	The Open University of Hong Kong	317,000,000	221,900,000	February 2024
31	Hang Seng School of Commerce	Hang Seng Management College	308,000,000	184,800,000	February 2023
32	International Education and Academic Exchanges	Hong Kong Institute of Technology	11,000,000	0	May 2016

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	24,000,000	February 2023
34	Caritas - Hong Kong	Caritas Institute of Higher Education	300,000,000	300,000,000	February 2027
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	1,750,000	January 2024
37	Hang Seng School of Commerce	Hang Seng Management College	800,000,000	800,000,000	September 2026
38	HKCT Group Limited	Hong Kong College of Technology and HKCT Institute of Higher Education	30,000,000	27,000,000	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	4,222,922,578	

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

EDB327

(Question Serial No. 3871)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (000) Operational expenses
Programme: (7) Post-secondary, Vocational and Professional Education
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

(a) Please provide a list of the programmes which 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 programmes?

Asked by: Hon CHAN Tanya (Member Question No. 267)

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 - School of Continuing and Professional Education	Bachelor of Science (Honours) in Business Information Technology	Top-up degree
HKU SPACE Community College	Associate of Science in Applied Business Statistics	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
	Higher Diploma in Sport and Recreation Management (Foundation Programme)	Sub-degree

Institution	Name of Programme	Level
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
	Higher Diploma in Script Writing and Directing	Sub-degree
Hong Kong Baptist University	Higher Diploma in Acting for Film and Television	Sub-degree
	Higher Diploma in Post-production (Editing and Sound Mixing)	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
	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

Institution	Name of Programme	Level
	Associate of Business Studies (Business Management)	Sub-degree
	Associate of Business Studies (Financial Services)	Sub-degree
	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 Education University of Hong Kong	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)	Degree
	Bachelor of Business Administration in Banking and Finance (Full-time)	Degree
	Bachelor of Business Administration in China Business (Full-time)	Degree
	Bachelor of Business Administration in Corporate Administration (Full-time)	Degree
	Bachelor of Business Administration in Human Resource Management (Full-time)	Degree
	Bachelor of Business Administration in International Business (Full-time)	Degree
	Bachelor of Business Administration in Management (Full-time)	Degree
	Bachelor of Business Administration in Marketing	Degree

Institution	Name of Programme	Level
	(Full-time)	
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 Ceased to Operate by Institution
in the 2016/17 Academic Year**

Institution	Name of Programme	Level
Chu Hai College of Higher Education	Bachelor of Architecture (Honours) Programme	Degree
	Bachelor of Business Administration (Honours) in Business Information Systems Programme	Degree
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
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	Bachelor of Commerce (Accounting)	Degree
	Bachelor of Digital Media (Graphic Design)	Degree
	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
The Education University of Hong Kong	Higher Diploma in Popular Culture and Media Studies	Sub-degree
	Associate of Applied Science (Sports Coaching and Management)	Sub-degree
The Hong Kong Polytechnic University - Hong Kong Community College	Associate of Education (Liberal Studies)	Sub-degree
	Associate in Applied Social Sciences (Social Welfare)	Sub-degree
	Associate in Business (China Business)	Sub-degree
The Open University of Hong Kong–Li Ka Shing Institute of Professional and Continuing Education	Associate in Statistics and Computing for Business	Sub-degree
	Bachelor of Arts with Honours in Accounting and Finance	Degree
	Bachelor of Arts with Honours in Business Management	Degree
	Higher Diploma in Accounting	Sub-degree

Institution	Name of Programme	Level
	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 High-fashion Design and Styling	Sub-degree
	Higher Diploma in Japanese Studies	Sub-degree
	Higher Diploma in MICE and Event Management	Sub-degree
	Higher Diploma in Occupational Health and Safety	Sub-degree
	Higher Diploma in Social Sciences	Sub-degree
	Higher Diploma in Social Services	Sub-degree
	Higher Diploma in Tourism & Hospitality Studies	Sub-degree
	Higher Diploma in Veterinary Nursing	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

- End -

CONTROLLING OFFICER'S REPLY**EDB328****(Question Serial No. 4211)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

The Education Bureau indicates that it will continue to oversee the implementation of the Basic Competency Assessment which comprises the Territory-wide System Assessment and the Student Assessment, the latter has been upgraded to Student Assessment Repository (STAR). What are the operational details and estimated expenditure of STAR?

Asked by: Hon CHAN Tanya (Member Question No. 150)

Reply:

The Education Bureau (EDB) has commissioned the Hong Kong Examinations and Assessment Authority (HKEAA) to administer the Basic Competency Assessment project, including Student Assessment (SA) and Territory-wide System Assessment (TSA). In response to the community's concerns, the Coordinating Committee on Basic Competency Assessment and Assessment Literacy (the Committee) was tasked to conduct a comprehensive review on the arrangement of TSA. Taking into account the recommendations of the Committee, the 2016 Tryout Study (Primary 3) was implemented in 2016. In 2017, with a view to expanding the scope of study, the Basic Competency Assessment Research Study is being implemented. The initiatives have been carried out under the Basic Competency Assessment project. 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 SA and TSA and related study under the project for the contract period of 2015-2018 is set out below:

Contract period	Expenditure (\$ million)		Total Expenditure (\$ million)	Average expenditure per year (\$ million)
	SA	TSA and related study under the project		
2015-2018	3*	290	293	73

* SA has been upgraded to Student Assessment Repository (STAR) platform since January 2017. The expenditure for STAR has been subsumed under the overall expenditure of the EDB.

The number of primary and secondary schools which participated in STAR, their percentage share in the respective school types and the number of login records in STAR in 2016/17 are listed in the following tables:

School Year	2016/17
	STAR (Jan – Feb 2017)
No. of primary schools using STAR	125
Percentage of primary schools using STAR	25%
No. of login records by primary school students	20 586

School Year	2016/17
	STAR (Jan – Feb 2017)
No. of secondary schools using STAR	39
Percentage of secondary schools using STAR	9%
No. of login records by secondary school students	3 573

SA has been upgraded to STAR platform since January 2017. The figures shown above reflect the situation for two months from January to February 2017.

- End -

CONTROLLING OFFICER'S REPLY

EDB329

(Question Serial No. 4214)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

(a) In 2016-17, what were the work and expenditure for the Pilot Training and Support Scheme (Pilot Scheme)? How many young people benefited from the Pilot Scheme? For 2017-18, what are the work and estimated expenditure for the Pilot Scheme? How many young people are expected to benefit from the Pilot Scheme?

(b) Will the Bureau conduct a review of the Pilot Scheme? If yes, what are the details and estimated expenditure? If no, what are the reasons?

Asked by: Hon CHAN Tanya (Member Question No. 151)

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 (AY), 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. Among others, the Task Force recommended to extend the Pilot Scheme to benefit more students pending a review. According to a review conducted by VTC in 2015, the Pilot Scheme was in general well received by the participating employers and students. Therefore, the Government has decided to extend the Pilot Scheme for two more cohorts of students admitted in the 2016/17 and 2017/18 AYs, benefitting 2 000 more students with an additional estimated non-recurrent expenditure of \$144 million. The Pilot Scheme may be further extended in case there are unexpended funds after implementing for four cohorts. The Government and VTC will review the operation of the Pilot Scheme having regard to relevant data such as the percentage of trainees who successfully completed the apprenticeship training, the percentage of trainees who subsequently joined the relevant trades as apprentices and the retention rate of participants in the relevant industries in order to determine the way forward after the pilot run.

The commitment of the Pilot Scheme covers the allowance to be provided to students only, and VTC will provide administrative support for the Pilot Scheme using existing manpower resources. Up to the 2016-17 financial year, the expenditure of the Pilot Scheme is about \$60.9 million in total. As at 28 February 2017, about 2 400 trainees have benefitted from the Pilot Scheme. It is estimated that some 1 000 students will participate in the Pilot Scheme in 2017/18 AY and the estimated expenditure of the Pilot Scheme in the 2017-18 financial year is about \$66 million.

- End -

CONTROLLING OFFICER'S REPLY**EDB330****(Question Serial No. 4215)**

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

a) In 2016-17, 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 2017-18, what are the EDB's work plan in respect of the above work and the estimated expenditure?

Asked by: Hon CHAN Tanya (Member Question No. 152)

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 the Education Bureau (EDB) has been actively following up on the implementation of the recommendations. The major progress so far is as follows –

- (a) launching three Announcement in Public Interests APIs and three videos in the first quarter of 2016 and in early 2017 respectively to promote the professional image of VPET;
- (b) earmarking a site in Cha Kwo Ling to develop a Vocational Training Council (VTC) campus with adequate capacity and state-of-the-art facilities. Relevant planning work is underway. The Government also supports VTC in principle to construct the Aircraft and Marine Engineering Centre on the site of the Hong Kong Institute of Vocational Education (Tsing Yi);
- (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 (PTSS) for two more cohorts benefitting 2 000 more students admitted in the 2016/17 and 2017/18 academic years with an additional estimated non-recurrent expenditure of \$144 million (the PTSS, with an original commitment of \$144 million, has been implemented in VTC since the 2014/15 academic year which targets to benefit a total of

2 000 students of two cohorts. 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) regularising the Study Subsidy Scheme for Designated Professions/Sectors starting from the 2018/19 academic year and increasing the number of subsidised places to about 3 000 per cohort. The Scheme was first launched on a pilot basis in the 2015/16 academic year for three cohorts 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;
- (h) enhancing the promotion of the Qualifications Framework (QF) with the QF Fund;
- (i) conducting a series of perception survey with a view to keeping track of any changes in the public's attitude towards VPET later; and
- (j) co-organising a VPET International Conference with VTC in June 2017 and supporting VTC in organising a large scale skills competition during the same period.

Separately, in order to further encourage continuing education, we have implemented the Pilot Subsidy Scheme for Students of Professional Part-time Programmes starting from the 2016/17 academic year to provide tuition fee subsidy for working adults admitted to designated professional part-time programmes offered by VTC covering programmes in the disciplines of construction, engineering and technology. The Pilot Scheme targets to encourage working adults to pursue higher qualifications which help enhance their upward mobility. It is estimated that the Pilot Scheme will benefit around 5 600 students in total for three cohorts.

Some of the recommendations of the Task Force 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 promote VPET so far arising from the recommendations of the Task Force and the Pilot Subsidy Scheme for Students of Professional Part-time Programmes is some \$360 million.

The financial provision for Vocational and Professional Education under Programme (7) in 2016-17 and 2017-18 is as follows –

2016-17 (Revised estimate) (\$ million)	2017-18 (Estimate) (\$ million)
2,456.2	2,464.3

**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**EDB331****(Question Serial No. 4216)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (7) Post-secondary, 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 each of the post-secondary institutions who undertook internships in Hong Kong, the Mainland or 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 benefited students in the 2017/18 academic year?

Asked by: Hon CHAN Tanya (Member Question No. 153)

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 2012/13 to 2016/17 academic years is at Annex. The estimated number of students who will undertake internship in the 2017/18 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. Following the announcement in the 2017 Policy Address, we will launch the seventh MGS to provide a maximum grant of \$500 million for application by eligible local self-financing degree-awarding institutions. 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 (QESS) of SPEF in January 2016 for a pilot period of two years to provide funding support to industrial attachment (IA) projects that aim to increase students' employability by sourcing more internship opportunities for post-secondary students or enhancing relevant institutional support for students. A total commitment of about \$15 million was approved for five IA projects under QESS in the 2015/16 academic year. We are processing applications for QESS in the 2016/17 academic year.

**Number of Students of Full-time Publicly-funded Post-secondary Programmes Undertaking
Internship by Destination from the 2012/13 to 2016/17 Academic Years**

Institutions	Destination	Academic Year				
		2012/13	2013/14	2014/15	2015/16	2016/17 (provisional)
City University of Hong Kong	Hong Kong	1 062	1 193	1 254	1 409	1 457
	Mainland	133	160	125	133	207
	Other destinations	242	298	256	291	370
	Total	1 437	1 651	1 635	1 833	2 034
Hong Kong Baptist University	Hong Kong	638	913	1 014	946	476
	Mainland	213	194	98	139	51
	Other destinations	27	28	52	32	30
	Total	878	1 135	1 164	1 117	557
Lingnan University	Hong Kong	127	163	244	187	212
	Mainland	69	104	112	120	95
	Other destinations	80	96	117	126	123
	Total	276	363	473	433	430
The Chinese University of Hong Kong	Hong Kong	3 962	4 088	4 767	5 329	3 700
	Mainland	511	646	605	540	480
	Other destinations	411	496	422	535	450
	Total	4 884	5 230	5 794	6 404	4 630
The Education University of Hong Kong	Hong Kong	77	159	191	263	274
	Mainland	43	69	78	67	78
	Other destinations	47	91	49	81	95
	Total	167	319	318	411	447
The Hong Kong Polytechnic University	Hong Kong	3 839	4 065	3 894	3 817	3 800
	Mainland	348	712	896	941	900
	Other destinations	150	214	313	426	400
	Total	4 337	4 991	5 103	5 184	5 100
The Hong Kong University of Science and Technology	Hong Kong	394	319	497	530	519
	Mainland	98	25	55	51	52
	Other destinations	53	21	44	56	56
	Total	545	365	596	637	627

Institutions	Destination	Academic Year				
		2012/13	2013/14	2014/15	2015/16	2016/17 (provisional)
The University of Hong Kong	Hong Kong	3 297	3 493	3 679	3 769	3 913
	Mainland	446	425	339	421	438
	Other destinations	197	173	210	200	207
	Total	3 940	4 091	4 228	4 390	4 558
Vocational Training Council	Hong Kong	6 306	8 989	9 214	9 696	9 700
	Mainland	82	110	215	262	270
	Other destinations	11	7	4	8	10
	Total	6 399	9 106	9 433	9 966	9 980

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 2016/17 figures are provisional figures as at end 2016.
3. Figures for the Education University of Hong Kong do not include Field Experience for students.

- End -

CONTROLLING OFFICER'S REPLY**EDB332****(Question Serial No. 4234)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) 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 with the Non-local Courses Registry in the past 3 years, will the Hong Kong Council for Accreditation of Academic and Vocational Qualifications provide this Committee the 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 CHAN Tanya (Member Question No. 171)

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.

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. The Non-local Courses Registry does not collate information on the award of professional qualifications.

The information of top-up Bachelor degree programmes ^{Note 1} registered / exempted from registration under the Ordinance from the 2014/15 to 2016/17 academic years is set out below:

	2014/15		2015/16		2016/17 ^{Note 2}	
	Registered Programmes	Exempted Programmes	Registered Programmes	Exempted Programmes	Registered Programmes	Exempted Programmes
Number of top-up Bachelor degree programmes	93	104	94	104	95	95
Institutions jointly running the top-up Bachelor degree programmes						
Number of overseas institutions	28	25	28	25	23	28

Number of operators (for Registered programmes) / Number of local institutions of higher education (for Exempted programmes)	24	8	24	8	12	8
Number of students enrolled	4 565	5 985	N.A. ^{Note 3}	N.A. ^{Note 3}	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 28 February 2017.

Note 3: Statistics not yet available as the related information will only be provided by operators/ institutions six months after the end of an academic year.

- End -

CONTROLLING OFFICER'S REPLY**EDB333****(Question Serial No. 4291)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

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: Hon CHAN Tanya (Member Question No. 269)

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 2014/15, 2015/16 and 2016/17 school years is tabulated below:

School Year	2014/15	2015/16	2016/17 (Note 1)
No. of teachers in local WD KGs	2 309	2 417	2 522
No. of teachers in local HD KGs	3 546	3 857	3 955
No. of teachers in local KGs with both HD and WD classes	6 231	6 206	6 267

Among the above KGs with WD classes, the number of serving teachers in former aided child care centres (FACs) (Note 2) in the 2014/15, 2015/16 and 2016/17 school years is tabulated below:

School Year	2014/15	2015/16	2016/17 (Note 1)
No. of teachers in FACs (Note 2)	2 319	2 412	2 561

- (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 2014/15, 2015/16 and 2016/17 school years are tabulated below:

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

	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) (%)	157 (6.8%)	328 (9.2%)	554 (8.9%)
Average years of service	12.7	13.6	13.4
Average salary per month	\$23,212	\$22,532	\$20,140
Number of teachers with Certificate in Early Childhood Education or above	2 346	3 384	5 647
Average age	34.9	36.6	36.1

2016/17 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) (%)	232 (9.6%)	416 (10.8%)	663 (10.7%)
Average years of service	12.5	13.6	13.3
Average salary per month	\$24,398	\$23,887	\$21,417
Number of teachers with Certificate in Early Childhood Education or above	2 464	3 569	5 786
Average age	34.7	36.5	36.0

Among the above KGs with WD classes, 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 2014/15, 2015/16 and 2016/17 school years are tabulated below:

Teachers in FACs (Note 2)			
School year	2014/15	2015/16	2016/17 (Note 1)
Number of wastage (Note 3) (%)	169 (7.6%)	162 (7.0%)	232 (9.6%)
Average years of service	12.6	12.5	12.2
Average salary per month	\$21,197	\$22,956	\$24,125
Number of teachers with Certificate in Early Childhood Education or above	2 258	2 352	2 509
Average age	34.7	34.7	34.4

Note:

1. The figures of the 2016/17 school year are provisional.
2. Long WD services refer to FACs 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 teacher 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

EDB334

(Question Serial No. 4292)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (000) Operational Expenses
Programme: (2) Pre-primary Education
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

Regarding the pre-primary education, please provide 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 by District Council district in the past 3 years.

Asked by: Hon CHAN Tanya (Member Question No. 270)

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 2014/15 to 2016/17 school years

District	2014/15 school year				2015/16 school year				2016/17 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	5 078	42,000	26,600	25	5 377	45,800	29,700	25	5 567	49,800	31,300
Wan Chai	13	2 214	42,400	25,400	13	2 254	47,800	27,800	14	2 977	51,100	31,700
Eastern	57	10 461	39,100	24,800	59	11 006	42,700	28,900	59	11 173	45,600	30,700
Southern	17	2 843	37,500	23,600	18	3 020	40,300	26,500	18	3 103	44,200	28,400
Sham Shui Po	39	9 882	39,300	24,200	39	10 005	43,600	26,800	42	10 373	47,300	28,900
Yau Tsim Mong	28	4 876	40,000	24,500	29	5 324	43,600	27,900	28	5 557	46,800	28,500
Kowloon City	40	9 278	40,200	26,100	42	10 157	43,700	28,800	42	10 216	46,700	30,000
Wong Tai Sin	45	7 629	36,100	21,100	44	7 656	39,800	23,500	45	7 954	43,900	26,900
Kwun Tong	68	13 675	36,200	22,400	66	13 555	39,700	24,900	69	13 715	43,500	26,400
Tsuen Wan	30	5 982	38,500	25,500	31	6 315	42,200	28,400	32	6 817	45,900	28,800
Tuen Mun	57	12 857	36,400	23,100	58	13 017	39,700	25,000	60	13 093	43,800	26,600
Yuen Long	66	16 407	36,600	22,600	69	17 187	39,900	25,000	69	17 212	43,100	26,600
North	40	11 474	37,500	21,700	39	11 365	40,800	23,900	41	11 395	43,600	25,600
Tai Po	25	5 157	37,000	23,500	25	5 492	41,000	25,800	25	5 554	44,200	26,800
Sha Tin	56	12 113	36,000	24,200	55	12 540	39,300	26,000	55	12 705	42,700	27,000
Sai Kung	41	7 199	37,300	23,900	41	7 500	41,100	26,400	41	7 627	44,300	28,000
Islands	22	3 215	35,200	22,200	22	3 235	38,600	24,800	23	3 245	42,600	26,300
Kwai Tsing	57	11 033	38,000	25,400	57	11 290	41,100	27,700	57	11 137	44,100	28,900

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 2014/15 to 2016/17 school years

District	2014/15 school year				2015/16 school year				2016/17 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	6	350	104,000	65,600	4	396	102,400	69,900	5	524	115,400	72,600
Wan Chai	8	4 309	75,900	38,000	8	4 402	80,300	40,300	8	3 672	82,000	41,300
Eastern	17	3 895	84,700	53,300	12	2 723	78,200	56,900	11	2 702	91,600	59,800
Southern	8	1 050	90,800	60,900	6	835	101,000	63,300	6	782	125,000	69,600
Sham Shui Po	3	703	38,800	23,600	6	872	42,700	29,500	4	870	47,000	32,600
Yau Tsim Mong	7	1 644	41,700	56,600	7	1 512	45,000	65,600	7	1 539	47,800	68,900
Kowloon City	35	14 262	80,100	45,200	31	12 815	85,000	46,400	31	12 793	90,800	48,000
Wong Tai Sin	3	967	42,000	33,700	4	1 016	45,600	35,100	3	714	45,600	34,700
Kwun Tong	2	408	--	30,300	4	1 005	--	32,900	3	490	--	37,600
Tsuen Wan	9	1 515	53,200	36,400	9	1 611	53,800	40,600	8	1 496	54,900	45,200
Tuen Mun	4	697	54,400	31,000	5	1 046	57,400	37,100	4	835	57,700	38,300
Yuen Long	5	1 809	72,200	55,400	3	1 093	75,600	52,700	2	743	78,700	52,400
North	7	1 640	58,500	35,200	8	2 085	63,100	40,500	6	1 667	65,700	41,600
Tai Po	7	1 671	61,800	43,200	6	1 771	66,800	47,100	6	1 606	67,000	48,200
Sha Tin	13	2 299	62,500	43,300	15	2 856	63,200	47,100	16	3 016	67,700	49,000
Sai Kung	10	1 945	62,100	43,600	7	1 875	69,800	46,200	6	1 435	78,400	51,400
Islands	3	687	70,700	57,200	3	688	71,600	60,100	3	627	77,300	63,300
Kwai Tsing	3	547	23,300	44,600	2	460	--	49,300	2	460	--	52,500

Note: Position as at September of the school year. Accommodation in vacant classroom not counted.

- End -

CONTROLLING OFFICER'S REPLY

EDB335

(Question Serial No. 4293)

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

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?

Asked by: Hon CHAN Tanya (Member Question No. 271)

Reply:

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 (CCCSS) 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.

The respective expenditure incurred from 2013-14 to 2016-17 are as follows:

	2014-15	2015-16	2016-17
	(\$ million) (Actual)	(\$ million) (Actual)	(\$ million) (Revised Estimate)
(i) PEVS	2,535.7	2,957.2	3,193.8
(ii) KCFRS	539.9	529.0	580.5
(iii) Refund of rent, rates and government rent	238.0	256.3	275.2
(iv) CCCSS	15.9	15.6	15.4
(v) Principal and teacher training #	3.7	1.5	1.0

The expenditure for 2014-15 was relatively high because we offered 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. The expenditure for 2016-17 slightly decreased because a project on thematic workshops for the 2015/16 school year has been completed. For other training programmes organised by various Sections of the Education Bureau (EDB), the relevant manpower resources and expenditure have been subsumed under the overall expenditure of EDB.

- End -

CONTROLLING OFFICER'S REPLY

EDB336

(Question Serial No. 4294)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (6) 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: Hon CHAN Tanya (Member Question No. 272)

Reply:

According to our record, 13 international schools are currently operating in leased 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 2016/17 school year and the type of rent payable for the premises are set out at the **Appendix**.

Name of international schools leasing Government premises, address and site area of the leased premises, number of enrolled students at the premises in the 2016/17 school year, and the type of rent payable for the premises

School Name	Address	Site Area (about)	No. of enrolled students	Type of Rent
American School Hong Kong	6 Ma Chung Road, Tai Po, New Territories	5 770 m ²	96	Nominal
Carmel School	460 Shau Kei Wan Road, Hong Kong	3 380 m ²	106	Nominal
	10-12 Borrett Road, Hong Kong	2 737 m ²	140	
Christian Alliance PC Lau Memorial International School	Lai Yiu Estate, Kwai Chung, New Territories	4 410 m ²	442	Nominal
French International School	1 Cheung Man Road, Chai Wan, Hong Kong	6 432 m ²	354	Nominal
	68 Gillies Avenue, Hung Hom, Kowloon	1 895 m ²	314	
German Swiss International School	162 Pok Fu Lam Road, Pok Fu Lam, Hong Kong	2 146 m ²	219	Nominal
International College Hong Kong (New Territories)	60 Sha Tau Kok Road, Sha Tau Kok, New Territories	8 180 m ²	272	Nominal
Lantau International School	Cheung Sha Upper Village, Lantau, New Territories	488 m ²	19	Market ^{Note}
	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	782	Nominal
Norwegian International School	170 Kam Shan Road, Tai Po, New Territories	4 550 m ²	136	Nominal
Singapore International School (Hong Kong)	2 Police School Road, Wong Chuk Hang, Hong Kong	4 552 m ²	411	Nominal
The Harbour School	Ap Lei Chau Estate Phase I, Ap Lei Chau, Hong Kong	1 200 m ²	122	Nominal

School Name	Address	Site Area (about)	No. of enrolled students	Type of Rent
The International Montessori School – An IMEF School	Phase III, Ma Hang Estate, Stanley, Hong Kong	4 730 m ²	504	Nominal
Umah International Primary School	Fung Chi Tsuen, Wang Chau, Yuen Long, New Territories	1 730 m ²	21	Nominal

^{Note} 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

EDB337

(Question Serial No. 4295)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (000) Operational expenses
Programme: (6) 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 schools 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: Hon CHAN Tanya (Member Question No. 273)

Reply:

- (a) The number and percentage of local and non-local students of individual international schools from the 2014/15 to 2016/17 school years are set out at **Annex 1**.

Information on the median annual tuition fee of individual schools from the 2014/15 to 2016/17 school years is set out at **Annex 2**.

- (b) The highest, lowest and median tuition fees charged by international schools in the 2015/16 and 2016/17 school years are set out at **Annex 3**.

**Numbers and percentages of local and non-local students enrolled
in international schools (excluding special school) from 2014/15 to 2016/17 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 Francais International (English)	530	52 (9.8%)	478 (90.2%)
Lyc'ee Francais 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%)

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 (^).

**Numbers and percentages of local and non-local students enrolled
in international schools (excluding special school) from 2014/15 to 2016/17 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 Francais International (English)	572	53 (9.3%)	519 (90.7%)
Lyc'ee Francais 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%)

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	128 (42.7%)	172 (57.3%)
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	7 005 (18.9%)	29 964 (81.1%)

Figures updated based on inputs provided by the international school concerned in February 2017.

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 (^).

**Numbers and percentages of local and non-local students enrolled
in international schools (excluding special school) from 2014/15 to 2016/17 school years
(based on the student enrolment survey conducted in September of respective years)**

2016/17 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	602	71 (11.8%)	531 (88.2%)
Australian International School Hong Kong	1 069	49 (4.6%)	1 020 (95.4%)
Canadian International School	1 582	255 (16.1%)	1 327 (83.9%)
Carmel School	246	18 (7.3%)	228 (92.7%)
Chinese International School	1 382	308 (22.3%)	1 074 (77.7%)
Christian Alliance PC Lau Memorial International School	1 001	479 (47.9%)	522 (52.1%)
Delia School of Canada	1 404	138 (9.8%)	1 266 (90.2%)
Discovery Bay International School	864	28 (3.2%)	836 (96.8%)
German Swiss International School (English)	776	191 (24.6%)	585 (75.4%)
German Swiss International School (German)	340	6 (1.8%)	334 (98.2%)
Harrow International School Hong Kong	1 093	344 (31.5%)	749 (68.5%)
Hong Kong Academy	564	52 (9.2%)	512 (90.8%)
Hong Kong International School	2 673	220 (8.2%)	2 453 (91.8%)
Hong Kong Japanese School	497	7 (1.4%)	490 (98.6%)
Kellett School	1 188	89 (7.5%)	1 099 (92.5%)
Kiangsu & Chekiang Primary School and Kiangsu-Chekiang College (International Section)	859	474 (55.2%)	385 (44.8%)
Korean International School (English)	338	117 (34.6%)	221 (65.4%)
Korean International School (Korean)	126	0 (0.0%)	126 (100.0%)
Lyc'ee Francais International (English)	590	55 (9.3%)	535 (90.7%)
Lyc'ee Francais International (French)	1 939	2 (0.1%)	1 937 (99.9%)
Nord Anglia International School, HK	782	164 (21.0%)	618 (79.0%)
Singapore International School(Hong Kong)	1 157	361 (31.2%)	796 (68.8%)
The Harbour School	266	0 (0.0%)	266 (100.0%)
Primary			
American School Hong Kong	96	25 (26.0%)	71 (74.0%)
Beacon Hill School^	538	198 (36.8%)	340 (63.2%)
Bradbury School^	712	156 (21.9%)	556 (78.1%)
Clearwater Bay School^	715	140 (19.6%)	575 (80.4%)
Glenealy School^	348	63 (18.1%)	285 (81.9%)
Japanese International School (English)	165	31 (18.8%)	134 (81.2%)
Japanese International School (Japanese)	446	2 (0.4%)	444 (99.6%)

Name of School	Total number of students	Total number of local students (Percentage)	Total number of non-local students (Percentage)
Kennedy School^	895	131 (14.6%)	764 (85.4%)
Kingston International School	254	179 (70.5%)	75 (29.5%)
Kowloon Junior School^	894	216 (24.2%)	678 (75.8%)
Lantau International School	214	3 (1.4%)	211 (98.6%)
Norwegian International School	136	48 (35.3%)	88 (64.7%)
Peak School^	354	49 (13.8%)	305 (86.2%)
Quarry Bay School^	719	197 (27.4%)	522 (72.6%)
Shatin Junior School^	898	431 (48.0%)	467 (52.0%)
International College Hong Kong Hong Lok Yuen (Primary Section)	296	120 (40.5%)	176 (59.5%)
The International Montessori School – an IMEF School	504	41 (8.1%)	463 (91.9%)
Think International School	213	149 (70.0%)	64 (30.0%)
Umah International Primary School	21	0 (0.0%)	21 (100.0%)
Yew Chung International School	805	464 (57.6%)	341 (42.4%)
Secondary			
Concordia International School	92	29 (31.5%)	63 (68.5%)
Island School^	1 142	266 (23.3%)	876 (76.7%)
King George V School^	1 776	236 (13.3%)	1 540 (86.7%)
Saint Too Sear Rogers International School	89	26 (29.2%)	63 (70.8%)
Shatin College^	1 201	521 (43.4%)	680 (56.6%)
The South Island School^	1 402	302 (21.5%)	1 100 (78.5%)
West Island School^	1 222	153 (12.5%)	1 069 (87.5%)
International College Hong Kong (New Territories)	272	109 (40.1%)	163 (59.9%)
Total	37 757	7 713 (20.4%)	30 044 (79.6%)

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 2014/15 to 2016/17 school years**

	Median annual tuition fees (\$)					
	2014/15		2015/16		2016/17	
	Primary	Secondary	Primary	Secondary	Primary	Secondary
Primary-cum-secondary						
American International School	106,500	125,000	112,320	131,800	118,000	138,400
Australian International School Hong Kong	115,900	137,100	122,600	145,000	129,600	153,300
Canadian International School	120,175	156,650	128,000	164,000	134,150	171,900
Carmel School	130,500	153,000	137,000	160,500	143,900	168,500
Chinese International School	162,100	191,500	171,100	202,100	182,200	215,200
Christian Alliance PC Lau Memorial International School	96,150	128,250	101,400	135,250	103,750	138,450
Delia School of Canada	100,000	105,000	106,000	111,000	110,000	115,000
Discovery Bay International School	96,000	127,600	101,800	135,300	106,900	142,100
German Swiss International School (English)	130,100	157,000	134,000	161,700	142,100	171,400
German Swiss International School (German)	130,100	157,000	134,000	161,700	142,100	171,400
Harrow International School Hong Kong	149,637	170,923	157,119	179,469	160,261	183,058
Hong Kong Academy	150,800	170,000	164,100	189,600	173,000	198,500
Hong Kong International School	162,000	187,500	168,500	195,000	175,100	202,700
Hong Kong Japanese School	34,800	37,800	38,400	42,000	43,200	48,000
Kellett School	130,300	169,600	143,300	178,100	150,500	187,000
Kiangsu & Chekiang Primary School and Kiangsu-Chekiang College (International Section)	72,000	94,000	74,000	98,000	76,500	101,000
Korean International School (English)	83,500	94,000	89,400	100,000	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)	97,943	126,141	105,779	136,233	114,242	147,132
Lyc'ee Francis International (French)	88,742	107,058	95,842	115,623	103,510	124,873
Nord Anglia International School, HK	131,800	147,000	138,390	154,350	141,150	157,450
Sear Rogers International School - Peninsula	79,200	92,400				
Singapore International School (Hong Kong)	108,000	126,000	113,000	132,000	118,000	139,000
The Harbour School					160,600	170,400

Name of School	Median annual tuition fees (\$)		
	2014/15	2015/16	2016/17
Primary			
American School Hong Kong			159,000
Beacon Hill School^	74,100	78,700	83,500 [#]
Bradbury School^	74,100	78,700	83,500 [#]
Clearwater Bay School^	74,100	78,700	83,500 [#]
Glenealy School^	74,100	78,700	83,500 [#]
Japanese International School (English)	88,350	91,900	99,250
Japanese International School (Japanese)	34,800	38,400	43,200
Kennedy School^	74,100	78,700	83,500 [#]
Kingston International School	115,000	121,000	127,000
Kowloon Junior School^	74,100	78,700	83,500 [#]
Lantau International School	68,000	76,000	76,000
Norwegian International School	81,600	86,500	90,900
Peak School^	74,100	78,700	83,500 [#]
Quarry Bay School^	74,100	78,700	83,500 [#]
Shatin Junior School^	74,100	78,700	83,500 [#]
International College Hong Kong Hong Lok Yuen (Primary Section)	106,800	110,500	114,900
The International Montessori School – an IMEF School	133,000	139,000	149,500
The Harbour School	141,600	148,700	
Think International School	87,000	93,500	98,250
Umah International Primary School	5,800	5,800	5,800
Yew Chung International School	169,680	183,250	192,410
Secondary			
Concordia International School	98,000	98,000	115,500
Island School^	105,700	110,600	115,700
King George V School^	105,700	110,600	115,700
Saint Too Sear Rogers International School		92,400	92,400
Shatin College^	105,700	110,600	115,700
The South Island School^	105,700	110,600	115,700
West Island School^	105,700	110,600	115,700
International College Hong Kong (New Territories)	146,200	150,600	156,800

Notes:

- (1) Schools operated by the English Schools Foundation (ESF) 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.
- (3) With the phasing-out of the recurrent subvention to ESF from the 2016/17 school year, ESF has started to charge a different fee level for Year 1 students enrolled in 2016/17 (\$100,700) from Year 2 to Year 6 students (\$83,500). ESF schools adopting such fee charges are indicated by (#).

**The highest, lowest and median annual tuition fees
charged by international schools in 2015/16 and 2016/17 school years**

2015/16 school year

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

2016/17 school year

	Primary	Secondary
Highest	\$192,410	\$218,200
Lowest	\$5,800	\$48,000
Median*	\$114,900	\$150,300

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

EDB338

(Question Serial No. 4296)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies, (8) Policy and Support

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 2017/18?
- 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: Hon CHAN Tanya (Member Question No. 274)

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 international schools), students enrolled and vacancies by the districts in which the international schools are located from the 2012/13 to 2016/17 school years are set out at the **Annex** for illustration purpose.

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, compared to the 2016/17 school year, it is projected that around 4 340 additional places will be available between 2017/18 and 2019/20 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.

As for the demand side, according to the findings of the consultancy study on the provision of international school places in primary and secondary levels in Hong Kong released in February 2017, compared to the 2016/17 school year, there will be an increase in demand for around 2 030 international school places between 2017/18 and 2019/20 school years.

According to the consultant's projections, there will be no shortfall in international school places at primary and secondary levels in the coming seven school years starting from 2016/17, except a small shortfall of

about 150 international school places at primary level in the 2016/17 school year. We will continue to closely monitor the provision of international schools places, in particular for meeting the demand of overseas families coming to Hong Kong for work or investment. We will also continue to facilitate the development of the international school sector and take appropriate actions, including launching another School Allocation Exercise for international school development subject to availability of suitable premises/sites, as and when necessary.

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 is subsumed under the existing resources of this Bureau.

**Number of international school places,
number of students enrolled and vacancies from 2012/13 to 2016/17 school years**

	2012/13			2013/14			2014/15			2015/16			2016/17		
	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	3 717	3 452	265	3 577	3 138	439	3 542	3 110	432	3 130	2 723	407	3 626	3 119	507
Wan Chai	2 707	2 510	197	3 133	2 991	142	3 226	2 877	349	3 527	3 153	374	3 219	2 882	337
Eastern	7 001	5 702	1 299	7 205	6 040	1 165	6 602	5 716	886	6 659	5 721	938	6 577	5 476	1 101
Southern	10 215	9 479	736	10 204	9 442	762	10 532	9 679	853	10 601	9 779	822	10 929	10 082	847
<i>Sub-total</i>	23 640	21 143	2 497	24 119	21 611	2 508	23 902	21 382	2 520	23 917	21 376	2 541	24 351	21 559	2 792
Kowloon															
Yau Tsim Mong	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Sham Shui Po	550	529	21	105	83	22	105	95	10	280	171	109	280	181	99
Kowloon City	7 360	6 475	885	7 475	6 683	792	7 713	6 971	742	7 480	6 921	559	7 582	7 024	558
Wong Tai Sin	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Kwun Tong	560	384	176	276	268	8	1 268	1 127	141	1 487	1 356	131	1 764	1 570	194
<i>Sub-total</i>	8 470	7 388	1 082	7 856	7 034	822	9 086	8 193	893	9 247	8 448	799	9 626	8 775	851
New Territories															
Sai Kung	720	717	3	1 292	1 201	91	1 314	1 241	73	1 314	1 254	60	1 314	1 279	35
Sha Tin	2 124	2 109	15	2 119	2 103	16	2 120	2 082	38	2 132	2 078	54	2 148	2 099	49
Tai Po	1 475	1 114	361	1 526	1 134	392	1 526	1 065	461	1 352	1 031	321	1 571	1 139	432
North	240	207	33	300	262	38	340	274	66	360	274	86	330	272	58
Yuen Long	123	65	58	123	56	67	150	41	109	150	31	119	100	21	79
Tuen Mun	731	657	74	830	821	9	953	946	7	1 032	1 031	1	1 096	1 093	3
Tsuen Wan	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Kwai Tsing	-	-	-	417	391	26	434	435	-1	437	445	- 8	452	442	10
Island	1 159	974	185	1 102	967	135	1 132	976	156	1 165	1 001	164	1 220	1 078	142
<i>Sub-total</i>	6 572	5 843	729	7 709	6 935	774	7 969	7 060	909	7 942	7 145	797	8 231	7 423	808
Total (rounded to the nearest 100)	38 700	34 400	4 300	39 700	35 600	4 100	40 900	36 600	4 300	41 100	37 000	4 100	42 200	37 800	4 400

Notes:

- (1) Figures include English Schools Foundation (ESF) schools and 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 schools concerned.

- End -

CONTROLLING OFFICER'S REPLY

EDB339

(Question Serial No. 4297)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (7) Post-secondary, Vocational and Professional Education, (8) 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: Hon CHAN Tanya (Member Question No. 275)

Reply:

Based on the information provided by relevant institutions, the estimated and actual intakes of self-financing sub-degree, top-up degree and undergraduate programmes by institution from the 2014/15 to 2016/17 academic years are set out at Annex.

**Estimated Intakes of Full-time Locally-accredited Self-financing Sub-degree, First-year-first-degree and Top-up Degree Programmes
by Institution from the 2014/15 to 2016/17 Academic Years**

Institution	2014/15 Academic Year				2015/16 Academic Year				2016/17 Academic Year			
	Estimated Intakes				Estimated Intakes				Estimated Intakes			
	Sub-degree	First-year-first-degree	Top-up Degree	Total	Sub-degree	First-year-first-degree ^[1]	Top-up Degree	Total	Sub-degree	First-year-first-degree ^[1]	Top-up Degree	Total
Caritas Bianchi College of Careers	290	-	-	290	270	-	-	270	185	-	-	185
Caritas Institute of Community Education	60	-	-	60	296	-	-	296	132	-	-	132
Caritas Institute of Higher Education	340	660	200	1 200	300	360	345	1 005	195	330	325	850
Centennial College	-	320	320	640	-	440	320	760	-	440	320	760
Chu Hai College of Higher Education	-	880	-	880	-	1 030	-	1 030	-	1 040	-	1 040
City University of Hong Kong and its School of Continuing and Professional Education and Community College of City University	3 600	-	1 848	5 448	2 500	-	1 930	4 430	2 900	380	1 615	4 895
Gratia Christian College	-	-	-	-	-	180	-	180	-	180	-	180
Hang Seng Management College	140	1 513	99	1 752	-	1 282	215	1 497	-	1 300	260	1 560
HKCT Institute of Higher Education	-	20	20	40	-	25	25	50	-	15	25	40
HKU SPACE Po Leung Kuk Stanley Ho Community College	2 000	-	-	2 000	1 900	-	-	1 900	1 960	-	-	1 960
Hong Kong Adventist College	-	-	-	-	-	-	-	-	-	-	-	-
Hong Kong Art School	80	65	-	145	80	65	-	145	50	65	-	115
Hong Kong Baptist University and its School of Continuing Education and College of International Education	1 957	120	900	2 977	1 993	120	1 450	3 563	1 993	120	1 365	3 478
Hong Kong College of Technology	1 005	-	-	1 005	375	-	-	375	275	-	-	275
Hong Kong Institute of Technology	300	250	170	720	300	100	191	591	200	150	191	541
Hong Kong Nang Yan College of Higher Education	90	120	40	250	90	120	80	290	60	180	100	340
Hong Kong Shue Yan University	-	1 323	-	1 323	-	1 283	-	1 283	-	1 245	-	1 245
Lingnan University and its Community College at Lingnan University and Lingnan Institute of Further Education	1 665	-	-	1 665	680	-	-	680	650	-	-	650
Pui Ching Academy	260	-	-	260	-	-	-	-	-	-	-	-
SCAD Foundation (Hong Kong) Limited / Savannah College of Art and Design, Inc.	-	225	-	225	-	300	-	300	-	300	-	300
School of Continuing and Professional Studies, The Chinese University of Hong Kong	1 500	-	415	1 915	1 400	-	455	1 855	1 210	-	455	1 665
The Education University of Hong Kong	226	380	139	745	126	379	139	644	-	334	140	474
The Hong Kong Polytechnic University and its School of Professional Education and Executive Development and Hong Kong Community College	4 000	-	2 230	6 230	3 640	-	2 065	5 705	3 675	-	2 158	5 833
The Hong Kong University of Science and Technology	-	45	-	45	-	45	-	45	-	45	-	45
The Open University of Hong Kong and Li Ka Shing Institute of Professional and Continuing Education	1 035	1 796	1 256	4 087	1 440	1 810	1 380	4 630	1 080	1 710	1 050	3 840
The University of Hong Kong - HKU SPACE & HKU SPACE Community College	4 220	50	292	4 562	3 500	120	731	4 351	2 800	85	507	3 392
Tung Wah College	200	710	305	1 215	150	710	305	1 165	310	660	320	1 290
Vocational Training Council	3 740	660	2 340	6 740	3 030	930	2 705	6 665	2 610	1 010	2 978	6 598
Yew Chung Community College	180	-	-	180	120	-	-	120	120	-	-	120
YMCA College of Careers	90	-	-	90	90	-	-	90	80	-	-	80

Notes: [1] Figures include those for the Study Subsidy Scheme for Designated Professions/Sectors.

“-” Denotes no relevant programmes were offered.

The figures are based on institutions' estimates for planning purpose and do not necessarily mean the maximum approved intakes.

**Actual Intakes of Full-time Locally-accredited Self-financing Sub-degree, First-year-first-degree and Top-up Degree Programmes
by Institution from the 2014/15 to 2016/17 Academic Years**

Institution	2014/15 Academic Year				2015/16 Academic Year				2016/17 Academic Year			
	Actual Intakes				Actual Intakes				Actual Intakes ^[1]			
	Sub-degree	First-year- first-degree	Top-up Degree	Total	Sub-degree	First-year- first-degree ^[2]	Top-up Degree	Total	Sub-degree	First-year- first-degree ^[2]	Top-up Degree	Total
Caritas Bianchi College of Careers	191	-	-	191	162	-	-	162	128	-	-	128
Caritas Institute of Community Education	36	-	-	36	88	-	-	88	92	-	-	92
Caritas Institute of Higher Education	207	307	130	644	174	283	121	578	158	277	105	540
Centennial College	-	105	119	224	-	75	62	137	-	25	10	35
Chu Hai College of Higher Education	-	381	-	381	-	169	-	169	-	166	-	166
City University of Hong Kong and its School of Continuing and Professional Education and Community College of City University	2 457	-	1 794	4 251	3 299	-	1 110	4 409	3 392	236	688	4 316
Gratia Christian College	-	-	-	-	-	51	-	51	-	18	-	18
Hang Seng Management College	85	1 479	89	1 653	-	1 071	136	1 207	-	1 174	251	1 425
HKCT Institute of Higher Education	-	@	@	@	-	-	8	8	-	@	@	@
HKU SPACE Po Leung Kuk Stanley Ho Community College	1 252	-	-	1 252	1 177	-	-	1 177	1 002	-	-	1 002
Hong Kong Art School	60	61	-	121	42	36	-	78	72	114	-	186
Hong Kong Baptist University and its School of Continuing Education and College of International Education	1 861	132	982	2 975	1 888	126	950	2 964	1 874	137	898	2 909
Hong Kong College of Technology	268	-	-	268	207	-	-	207	216	-	-	216
Hong Kong Institute of Technology	230	193	248	671	215	13	138	366	221	60	119	400
Hong Kong Nang Yan College of Higher Education	5	8	15	28	12	25	13	50	0	12	12	24
Hong Kong Shue Yan University	-	1 262	-	1 262	-	1 337	-	1 337	0	817	-	817
Lingnan University and its Community College at Lingnan University and Lingnan Institute of Further Education	601	-	-	601	499	-	-	499	475	-	-	475
SCAD Foundation (Hong Kong) Limited / Savannah College of Art and Design, Inc.	-	129	-	129	-	115	-	115	-	119	-	119
School of Continuing and Professional Studies, The Chinese University of Hong Kong	1 171	-	387	1 558	1 074	-	220	1 294	957	-	137	1 094
The Education University of Hong Kong	212	358	126	696	115	288	131	534	-	284	125	409
The Hong Kong Polytechnic University and its School of Professional Education and Executive Development and Hong Kong Community College	3 591	-	2 133	5 724	3 713	-	1 806	5 519	4 224	-	1 701	5 925
The Hong Kong University of Science and Technology	-	41	-	41	-	48	-	48	-	56	-	56
The Open University of Hong Kong and Li Ka Shing Institute of Professional and Continuing Education	856	1 779	1 341	3 976	1 018	1 880	1 394	4 292	860	1 639	1 434	3 933
The University of Hong Kong - HKU SPACE & HKU SPACE Community College	2 911	71	349	3 331	2 719	60	486	3 265	2 932	50	315	3 297
Tung Wah College	78	394	181	653	107	363	118	588	236	350	129	715
Vocational Training Council	3 570	494	2 594	6 658	3 002	761	2 043	5 806	2 450	641	2 020	5 111
Yew Chung Community College	84	-	-	84	107	-	-	107	108	-	-	108
YMCA College of Careers	32	-	-	32	37	-	-	37	32	-	-	32

Notes:

[1] Provisional figures as at late October 2016. The final figures may vary.

[2] Figures include those for Study Subsidy Scheme for Designated Professions/Sectors.

“-” Indicates that no relevant programmes were offered by the institutions.

@ Figures are not provided by the institution.

- End -

CONTROLLING OFFICER'S REPLY**EDB340****(Question Serial No. 4298)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (000) Operational expensesProgramme: (3) Primary Education, (4) Secondary Education, (5) Special Education, (6) Other Educational Services and Subsidies, (8) Policy and SupportControlling Officer: Permanent Secretary for Education (Mrs Marion LAI)Director of Bureau: Secretary for EducationQuestion:

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: Hon CHAN Tanya (Member Question No. 283)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
2014-15	1.0	240	Beijing, Hangzhou, Xian, Xiamen	School visits, cultural visits, seminars, lesson observations, professional exchange, etc.
2015-16 [#]	1.5	270	Beijing, Chengde, Nanning, Shanghai	
2016-17 [*]	1.9	450	Beijing, Guangdong, Hangzhou, Nanjing, Wuhan, Zhengzhou	

[@] Staffing resources in the provision of these activities are absorbed by the recurrent expenditure of the Education Bureau

[#] Actual figures revised from last year's estimates

^{*} Provisional figures

- End -

CONTROLLING OFFICER'S REPLY**EDB341****(Question Serial No. 4299)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies, (8) Policy and Support

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 2017/18 school year?

Asked by: Hon CHAN Tanya (Member Question No. 284)

Reply:

Curriculum elements of moral, civic and national education, under the over-arching notion of values education, are incorporated into 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 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 subsumed under the recurrent expenditure of the Education Bureau, expenditure in respect of subsidising Mainland exchange programmes for primary and secondary school teachers and students can be separately identified and that in the past three school years (from 2014/15 to 2016/17) and the 2017/18 school year is as follows:

School Year	Expenditure (\$million) [@]	
	Programmes for students	Programmes for teachers
2014/15	52.7	1.1
2015/16 [#]	61.9	1.5
2016/17 [*]	70.0	2.0
2017/18 ⁺⁺	114.6	1.9

- [@] Staffing resources in the provision of Mainland exchange programmes are subsumed under the recurrent expenditure of the Education Bureau
- [#] Actual figures revised from last year's estimates
- ^{*} Provisional figures
- ⁺⁺ Estimated figures

- End -

CONTROLLING OFFICER'S REPLY

EDB342

(Question Serial No. 4300)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (000) Operational expenses
Programme: (4) 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 2016/17 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 2017/18 school year? If yes, what will be the work plans and estimated expenditures?
- (c) Did the Education Bureau undertake any review or reform of Liberal Studies under the New Senior Secondary curriculum in the 2016/17 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 Liberal Studies under the New Senior Secondary curriculum in the 2017/18 school year? If yes, what will be the work plans and estimated expenditures? Will any public consultation be conducted on this?

Asked by: Hon CHAN Tanya (Member Question No. 285)

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

EDB343

(Question Serial No. 4301)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (000) Operational expenses
Programme: (4) Secondary Education
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education

Question:

(a) Did the Education Bureau (EDB) undertake any review or reform regarding the Chinese Language subject in the New Senior Secondary (NSS) curriculum in the 2016/17 school year? If yes, what were the review findings, reform details and expenditures involved?

(b) Will the EDB undertake any reviews or reforms regarding the Chinese Language subject in the NSS curriculum in the 2017/18 school year? If yes, what will be the work plans and estimated expenditures? Will it bring forth a public consultation?

Asked by: Hon CHAN Tanya (Member Question No. 286)

Reply:

(a) and (b)

As part of the New Academic Structure Medium-term Review (thereafter the review), the curriculum review of the New Senior Secondary Chinese Language 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 were reported to the Panel on Education of this Council on 15 July 2015. Twelve classical set texts have been introduced in the curriculum starting from the 2015/16 school year, leading to the Hong Kong Diploma of Secondary Education Examination in 2018. There is no further curriculum reform on Chinese Language in the 2016/17 school year.

As an ongoing practice, the Education Bureau (EDB) will continue to engage various stakeholders to collect their views and feedback on curriculum and assessment issues through various channels such as school visits, focus group interviews and questionnaire surveys. The expenditure required will be subsumed under the recurrent expenditure of EDB as an integral part of its day-to-day curriculum development work. A separate breakdown of the expenses incurred is not available.

- End -

CONTROLLING OFFICER'S REPLY**EDB344****(Question Serial No. 4302)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) 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 Applied Learning courses for senior secondary students and the estimated expenditure for the 2017/18 school year?

Asked by: Hon CHAN Tanya (Member Question No. 287)

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 the 2013/14 to the 2015/16 school year, 4 cohorts of ApL courses (2012-14, 2013-15, 2014-16 and 2015-17 cohorts) and 1 cohort of ApL(C) courses (2015-17 cohort) 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	2012-14	2013-15	2014-16	2015-17
Number of schools offering Senior Secondary ApL courses	318	315	316	327
Number of courses offered	35	37	36	40
Number of student applications (Note: in general, student can only apply to start at S4 (for ApL(C)) and S5 (for ApL), application by level (S6) is thus not applicable.)	10 254	8 649	8 086	7 320
Total number of students taking ApL courses	5 782	5 047	4 791	4 506

Starting from the 2014/15 school year, ApL(C) was introduced for the first time to the 2015-17 cohort. The amount of subsidy (Diversity Learning Grant and Student Grant for ApL(C)) provided by the Government from the 2013/14 to the 2015/16 school year is as follows:

School Year	2013/14	2014/15	2015/16
Diversity Learning Grant (\$ million)	51	50	48
Student Grant for ApL(C) (\$ million)	NA	2*	4**

* It refers to the Student Grant for the 2 ApL(C) courses offered under the 2015-17 cohort.

** It refers to the Student Grant for the 2 ApL(C) courses offered under the 2015-17 and the 2016-18 cohorts.

(b) The Senior Secondary ApL has been implemented since the 2010/11 school year. The Education Bureau supports schools through providing an 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 make informed choices. An E-system has also been developed to facilitate the application process and implementation in schools. In addition, the Government provides the Diversity Learning Grant (DLG) and the Student Grant (SG) 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. To this end, full subsidy has been provided for students to take ApL courses effective from the 2016/17 school year. The estimated expenditure of DLG for the 2017/18 school year is \$70 million and the estimated expenditure of SG for ApL(C) for the 2017/18 school year is \$7 million.

- End -

CONTROLLING OFFICER'S REPLY

EDB345

(Question Serial No. 4303)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (000) Operational expenses
Programme: (4) 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 2017-18, what are the work plan and estimated expenditure on the above-mentioned training and support programmes?

Asked by: Hon CHAN Tanya (Member Question No. 288)

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 are organised every year to suit different needs of school leaders, middle managers and teachers. For 2014-15, the total number of participants in PDPs is about 18 800 and the actual expenditure is about \$3.3 million. For 2015-16, the total number of participants in PDPs is about 13 300 with an actual expenditure of about \$4.4 million. For 2016-17, the estimated total number of participants in PDPs is about 16 000 whilst the estimated expenditure is about \$5.3 million. The estimated expenditure on PDPs in 2017-18 is about \$4.7 million. The increase in estimated expenditure for 2016-17 as compared with 2015-16 is attributable to the fact that PDPs were purposefully enhanced in (i) Special Education to cater for learner diversity and special educational needs in mainstream/special schools; (ii) in Science Education to implement STEM education; and (iii) in Personal, Social and Humanities Education to promote Chinese History education.

Apart from the scheduled PDPs, EDB continues to provide school-based professional support services 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.

- End -

CONTROLLING OFFICER'S REPLY

EDB346

(Question Serial No. 4304)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (000) Operational expenses
Programme: (4) Secondary Education
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 2017-18, what are the EDB's work plan in respect of the above work and the estimated expenditure?

Asked by: Hon CHAN Tanya (Member Question No. 289)

Reply:

(a) The Committee on Professional Development of Teachers and Principals (COTAP) is tasked with advising the Government on policies and strategies to enhance the competencies and capabilities of the teaching profession at various career stages. In the past 3 years, COTAP has conducted meetings with various stakeholders of the education sector to understand better their views on the professional development needs of teachers and school leaders. Premised on its vision, mission, objectives and strategies, COTAP has drawn up eight 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. As a way forward to realising the T-excel@hk work plan with a more flexible and innovative approach, COTAP has engaged into a strategic partnership with the Quality Education Fund (QEF) for collaboration within a three-year period commencing 2016/17 school year. Given that EDB has been providing the secretarial and professional support to COTAP with the cost subsumed under the overall expenditure of EDB, we could not identify the expenditure separately. As for the collaboration between COTAP and QEF, projects are at the planning stage and no expenditure of QEF has been incurred so far.

(b) Amongst the eight areas of focus under "T-excel@hk" towards building a vibrant teaching profession of excellence for the betterment of students' achievements, some areas have been accorded priority in the work plan. They include developing professional standards as clear reference for teacher preparation, continuing professional development of teachers and school leadership development. Starting early 2017, the draft professional standards for teachers have been rolled out for pilot and will be followed by consultation later while the draft standards for principals are actively underway. To facilitate interactive exchange and networking within the teaching profession, a platform has been set up to invite both local and non-local experts to share their insights and innovations in pedagogy and school leadership. In parallel, other innovative projects relating to different areas of focus under "T-excel@hk" are being actively planned. Through ongoing professional exchanges with stakeholders, COTAP will continue to solicit views of the sector in order to further develop, prioritise and implement in phases the projects of various focus areas.

- End -

CONTROLLING OFFICER'S REPLY

EDB347

(Question Serial No. 4305)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (000) Operational Expenses
Programme: (2) Pre-primary Education
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: Hon CHAN Tanya (Member Question No. 290)

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

EDB348

(Question Serial No. 4306)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (000) Operational Expenses
Programme: (2) Pre-primary Education
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 3 school years, what are the respective number of applications 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: Hon CHAN Tanya (Member Question No. 291)

Reply:

The respective number of applications received and approved by the Education Bureau (EDB) in the past three school years (i.e. 2013/14, 2014/15 and 2015/16) 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 2013/14, 2014/15 and 2015/16 school years

(1) Application Fee

School Year	Number of Applications	Number of Applications Approved
2013/14	29	18
2014/15	5	5
2015/16	1	0

(2) Registration Fee

School Year	Number of Applications	Number of Applications Approved
2013/14	5	3
2014/15	12	1
2015/16	0	0

- End -

CONTROLLING OFFICER'S REPLY

EDB349

(Question Serial No. 4307)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (000) Operational Expenses
Programme: (2) Pre-primary Education
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 kindergarten.

Asked by: Hon CHAN Tanya (Member Question No. 292)

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

EDB350

(Question Serial No. 4308)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (000) Operational expenses
Programme: (6) 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 2016/17 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 2017/18 school year and the expenditure and manpower so involved?

Asked by: Hon CHAN Tanya (Member Question No. 293)

Reply:

- (a) According to the information collected through the annual Student Enrolment Survey, the number of non-Chinese speaking (NCS) students from the 2014/15 to 2016/17 school years is tabulated at Annex A.
- (b) & (c) The support measures for NCS students in the 2016/17 and 2017/18 school years and the estimated expenditure are tabulated at Annex B.

**Number of non-Chinese speaking (NCS) students
from the 2014/15 to 2016/17 school years**

Level	2014/15 school year	2015/16 school year	2016/17 school year
Pre-primary (K1 to K3)	11 933	11 982	12 240
Primary (Primary 1 – 6)	8 697	8 958	9 266
Secondary (Secondary 1 – 6)	8 224	8 782	8 971

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 2016/17 and 2017/18 school years**

Support measures	Estimated expenditure in the 2016/17 school year \$ million	Estimated expenditure in the 2017/18 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.	244.9 Note 1	259.5 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	3.9	4.1
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	2.8
Student grant for Applied Learning Chinese (for NCS students) starting from the 2014/15 school year	6.8	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>	2.58	3.07
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	1.72	Note 2
<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>(c) With the implementation of the free quality kindergarten education policy starting from the 2017/18 school year:</p> <p>(i) a grant comparable to the recommended salary of one kindergarten teacher will be provided to kindergartens admitting 8 or more NCS students for supporting NCS students</p> <p>(ii) training courses will be provided for kindergarten teachers on support of NCS students</p>	<p>0.7</p> <p>Note 3</p> <p>Note 1</p> <p>-</p> <p>-</p>	<p>-</p> <p>Note 3</p> <p>Note 1</p> <p>45.4</p> <p>1.8</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. Subject to further deliberation by the Standing Committee on Language Education and Research, the estimated expenditure is still being worked out.
3. For the 2-year USP project from the 2015/16 to 2016/17 school years, the actual expenditure of the 2015/16 school year is \$2.25 million and the estimated expenditure of the 2016/17 and 2017/18 school years is \$5.85 million and \$0.9 million 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. Besides, a funding of about \$10 million has also been earmarked for new USP project(s) to support kindergartens and primary schools admitting NCS students in the transition from kindergartens to primary schools from the 2017/18 to the 2018/19 school years.

- End -

CONTROLLING OFFICER'S REPLY**EDB351****(Question Serial No. 4309)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Special Education, (6) 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 2016/17 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 2017/18 school year and the expenditure and manpower so involved?

Asked by: Hon CHAN Tanya (Member Question No. 294)

Reply:

(a)

As 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 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 2014/15, 2015/16 and 2016/17 school years is set out at Appendix 1. We do not maintain such data for post-secondary institutions. Thus, we are unable to provide the requested figures for the institutions.

(b) and (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 2016/17 and 2017/18 school years is tabulated at Appendix 2.

EDB has also been providing public sector mainstream 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, additional teachers to cater for low academic achievers, Top-up Fund for procurement of special furniture and equipment, 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 programmes 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 pay 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 expenditure on additional support and services on top of the regular subvention provided for public sector mainstream primary and secondary schools in catering for students with SEN in the 2016/17 and 2017/18 school years is \$1,417 million and \$1,469 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 2014/15, 2015/16 and 2016/17 school years

School Year	Number of NCS Students with SEN	
	Primary Schools	Secondary Schools
2014/15	233	116
2015/16	304	158
2016/17	328	184

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.
3. Figures do not cover students from Direct Subsidy Scheme schools.

**Educational support measures for non-Chinese speaking (NCS) students
in the 2016/17 and 2017/18 school years**

Support measures	Estimated expenditure in the 2016/17 school year \$ million	Estimated expenditure in the 2017/18 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.	244.9 Note 1	259.5 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	3.9	4.1
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	2.8
Student grant for Applied Learning Chinese (for NCS students) starting from the 2014/15 school year	6.8	7.5

Support measures	Estimated expenditure in the 2016/17 school year \$ million	Estimated expenditure in the 2017/18 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>	2.58	3.07
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	1.72	Note 2
<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>(c) With the implementation of the free quality kindergarten education policy starting from the 2017/18 school year:</p> <p>(i) a grant comparable to the recommended salary of one kindergarten teacher will be provided to kindergartens admitting 8 or more NCS students for supporting NCS students</p> <p>(ii) training courses will be provided for kindergarten teachers on support of NCS students</p>	<p>0.7</p> <p>Note 3</p> <p>Note 1</p> <p>-</p> <p>-</p>	<p>-</p> <p>Note 3</p> <p>Note 1</p> <p>45.4</p> <p>1.8</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.
- Subject to further deliberation by the Standing Committee on Language Education and Research, the estimated expenditure is still being worked out.

3. For the 2-year USP project from the 2015/16 to 2016/17 school years, the actual expenditure of the 2015/16 school year is \$2.25 million and the estimated expenditure of the 2016/17 and 2017/18 school years is \$5.85 million and \$0.9 million 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. Besides, a funding of about \$10 million has also been earmarked for new USP project(s) to support kindergartens and primary schools admitting NCS students in the transition from kindergartens to primary schools from the 2017/18 to the 2018/19 school years.

- End -

CONTROLLING OFFICER'S REPLY

EDB352

(Question Serial No. 4310)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (5) 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 number 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: Hon CHAN Tanya (Member Question No. 295)

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 2014/15 to 2016/17 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 2014/15 to 2016/17 School Years**

School Type	2014/15 School Year			2015/16 School Year			2016/17 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}	14.3	\$171,000	5.9 : 1	14.1	\$171,500	5.8 : 1	14.3	\$177,000	6.0 : 1
Moderate Intellectual Disability ^{Note}	9.3	\$239,500	4.1 : 1	9.3	\$253,000	4.0 : 1	9.3	\$260,000	4.1 : 1
Severe Intellectual Disability	6.9	\$313,000	3.8 : 1	6.9	\$329,000	3.8 : 1	7.0	\$342,000	3.9 : 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 schools for children with MiID and children with MoID (i.e. 7 schools in the 2014/15 to 2015/16 school years and 5 schools in the 2016/17 school year).

- End -

CONTROLLING OFFICER'S REPLY**EDB353****(Question Serial No. 4311)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Special Education

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

Director of Bureau: Secretary for Education

Question:

Regarding the life planning and career guidance services provided by the Education Bureau to special schools and schools for children with intellectual disability, what were the areas of the work, manpower arrangements and expenditures involved in the past 3 years? What are the plans and estimated expenditure for such work in the 2017/18 school year?

Asked by: Hon CHAN Tanya (Member Question No. 296)

Reply:

Starting from the 2014/15 school year, the Education Bureau (EDB) has provided public sector schools (including special schools) operating classes at senior secondary levels with a recurrent Career and Life Planning Grant (CLPG) to strengthen life planning education (LPE) for secondary students. The expenditures involved for special schools in the 2014/15 and 2015/16 school years are \$29.6 million and \$30.8 million respectively. Starting from the 2016/17 school year, schools may turn CLPG into regular teaching posts to strengthen the manpower for the implementation of LPE and related guidance services. The expenditure involved is subsumed under EDB's recurrent expenditure. As 15 special schools have opted to turn CLPG into regular teaching posts, the expenditure for CLPG is reduced to \$23.8 million in the 2016/17 school year. As schools have yet to decide whether to turn CLPG into regular teaching posts for the 2017/18 school year, the estimated expenditure is not available.

Apart from the provision of CLPG, EDB provides training and support to enhance teachers' professional capacity in implementing LPE. The Guide on Life Planning Education and Career Guidance for Secondary Schools has been issued and school visits are also conducted to provide professional advice to schools, including special schools, to strengthen their LPE. Career exploration activities are provided to students, including students with special educational needs, through the Business-School Partnership Programme to enable students to acquire an early sense of the workplace. Information on further studies and career opportunities are disseminated on the webpage. To strengthen professional development of teachers and provide career exploration activities on a district basis, we have also set up District Development Networks (DDN) in some districts in the 2016/17 school year and plan to expand DDN to all districts in a few years' time. The expenditure involved is subsumed under EDB's recurrent expenditure.

- End -

CONTROLLING OFFICER'S REPLY

EDB354

(Question Serial No. 4312)

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

Has the Education Bureau provided any support in early identification of non-Chinese speaking students with special educational needs in the past 3 years? If yes, what were the details of the support services provided and expenditure involved? What are the plans and estimated expenditure for the above work in the 2017/18 school year?

Asked by: Hon CHAN Tanya (Member Question No. 297)

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 levels 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

EDB355

(Question Serial No. 4313)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (000) Operational expenses
Programme: (2) Pre-primary Education
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 case 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: Hon CHAN Tanya (Member Question No. 298)

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 10 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. Two of the cases were found established and the operators were given written warning.

- End -

CONTROLLING OFFICER'S REPLY

EDB356

(Question Serial No. 4314)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (000) Operational expenses
Programme: (6) 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 promoting e-learning and e-textbooks in primary and secondary schools in the past 3 years?
- (b) Has the 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 are currently using e-textbooks?
- (d) What are the details and estimated expenditure of the work to be undertaken by the EDB for the 2017/18 school year in this aspect?

Asked by: Hon CHAN Tanya (Member Question No. 299)

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 \$341 million for 2014-15, \$353 million for 2015-16 and \$361 million for 2016-17.

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. The accumulated expenditure up to 2015-16 was around \$30.6 million while the estimated expenditure for 2016-17 is \$5.6 million;

- (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 \$68 million was disbursed to some 700 schools under the first two batches of the WiFi-900 project 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. Apart from the project vote for ITE4, we also disbursed an extra one-off IT grant of \$200,000 on average per school to enhance support on the practice of e-learning as well as an extra recurrent grant of \$70,000 on average per school for subscription of WiFi services to these 700 schools.

Other manpower and administrative costs for promoting e-learning and implementing EMADS have been subsumed under the existing resources of the Education Bureau.

- (b) To gauge the effectiveness of e-learning, we have conducted school visits, surveys, case study research, and etc. under the ITE4. We are pleased to note that schools were positive to implement e-learning which enhanced classroom interactions and students’ motivation to learn. According to the findings from a survey completed in August last year, nearly all schools have deployed various e-learning resources including e-textbooks to promote effective learning and teaching in class. We will continue to collect information on the progress and effectiveness of various e-learning measures and disseminate good practices to the school community for sharing. In addition, an evaluation has been conducted to assess the effectiveness of EMADS and the findings, which will form part of those on the impact on classroom learning and teaching in the context of the promotion of e-learning, are being compiled.
- (c) Figures of schools currently using e-textbooks in the 2016/17 school year are not available since the annual survey for this school year will only be conducted in mid-2017. 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 2017-18, the estimated expenditure for implementation of the ITE4 is \$21.5 million for providing one-off grant for the last batch of some 180 schools under the WiFi-900 project for acquisition of mobile computing devices and for other support measures. Besides, we will disburse an extra one-off IT grant of \$200,000 on average per school for the last batch of schools to enhance support on the practice of e-learning. An extra recurrent grant of \$70,000 will continue to be disbursed on average per school for all eligible public sector schools under the WiFi-900 project for subscription of WiFi services. As for EMADS, it is estimated that around \$3.3 million seeding grant will be disbursed to the NPM developers for both Phase One and Phase Two of EMADS in 2017-18.

- End -

CONTROLLING OFFICER'S REPLY

EDB357

(Question Serial No. 4315)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (000) Operational expenses
Programme: (6) Other Educational Services and Subsidies
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

(a) How many schools have wireless network installed currently? What is the expenditure involved?

(b) How many schools have not installed wireless network currently? Will the Education Bureau earmark resources to provide assistance to such schools for the installation of the wireless network? If yes, what are the details? If no, what are the reasons?

Asked by: Hon CHAN Tanya (Member Question No. 300)

Reply:

We have been providing all public sector schools with an annual recurrent Composite Information Technology Grant (CITG) at amounts ranging from \$194,238 to \$668,055, 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. 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.

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.

We launched the ITE4 in August 2015 with a non-recurrent funding of \$105 million, of which around \$68 million was disbursed to some 700 schools under the first two batches of the WiFi-900 project 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 to these 700 schools for subscription of WiFi services. The last batch of some 180 schools under the WiFi-900 project will likewise receive these one-off and extra recurrent grants for use in 2017/18 school year.

According to information collected from schools, as at February 2017, 757 schools have completed the enhancement of WiFi infrastructure. The remaining some 180 schools under the last batch of the WiFi-900 project will enhance their WiFi infrastructure in 2017/18 school year.

- End -

CONTROLLING OFFICER'S REPLY

EDB358

(Question Serial No. 4316)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (000) Operational expenses
Programme: (3) Primary Education, (4) 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 2017/18? If yes, what are the rate of increase and the estimated expenditure involved? If no, what are the reasons?

Asked by: Hon CHAN Tanya (Member Question No. 276)

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 financial statements submitted by schools, schools in general have surplus in respect of their TRG accounts. We will continue to keep in view the implementation of TRG and review the current arrangement where necessary.

- End -

CONTROLLING OFFICER'S REPLY**EDB359****(Question Serial No. 4317)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education

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

Director of Bureau: Secretary for Education

Question:

(a) In 2016-17, 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 2017-18. What are the details of the work and estimated expenditure involved?

Asked by: Hon CHAN Tanya (Member Question No. 277)

Reply:

(a) and (b)

In the 2016-17 financial year, we have been implementing various measures for improving the learning and teaching of English Language in primary schools. The estimated expenditure in the 2016-17 financial year is \$446.37 million, of which \$33.46 million is from the Language Fund. In the 2017-18 financial year, we will continue to improve the learning and teaching of English Language in primary schools. The estimated expenditure for the initiatives in the 2017-18 financial year is \$472.54 million, of which \$35.10 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. The grant concerned has been subsumed under the Expanded Operating Expenses Block Grant w.e.f. the 2016/17 school year.

No.	Name of Project	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	Resources for teachers	To enhance teachers' professional knowledge and skills and to provide suggestions on specific areas of learning and teaching.
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 (LETs) to provide a rich and authentic language environment for students in public sector primary schools to learn and use English. To enhance students' literacy experience, a range of language activities, such as debating, drama, digital storytelling and puppetry, is developed and promoted through the collaboration between NETs, LETs and support officers from EDB. 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**EDB360****(Question Serial No. 4318)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Secondary Education

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

Director of Bureau: Secretary for Education

Question:

(a) In 2016-17, what were the resources and work for improving the learning and teaching of the English Language in secondary 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 secondary schools in 2017-18. What are the details of the work and estimated expenditure involved?

Asked by: Hon CHAN Tanya (Member Question No. 278)

Reply:

(a) and (b)

In the 2016-17 financial year, we have been implementing various measures for improving the learning and teaching of English Language in secondary schools. The estimated expenditure in 2016-17 financial year is \$474.78 million, of which \$33.14 million is from the Language Fund. In 2017-18 financial year, we will continue to improve the learning and teaching of English Language in secondary schools. The estimated expenditure for the initiatives in 2017-18 financial year is \$481.18 million, of which \$35.1 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 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.
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 Extensive Reading Scheme	To provide grants for schools to procure English reading materials, including library books, journals and multi-media reading materials. The grant concerned has been subsumed under the Expanded Operating Expenses Block Grant w.e.f. the 2016/17 school year.

No.	Name of Project	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	Resources for teachers	To enhance teachers' professional knowledge and skills and to provide suggestions on specific areas of learning and teaching.
D. Creating a facilitating environment for English learning		
1.	The Enhanced Native-speaking English Teacher (NET) Scheme in Secondary Schools (ENET Scheme)	NETs work with local English teachers to enrich the English language learning 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.
*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

EDB361

(Question Serial No. 4319)

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

(a) Up to 2016-17, how many primary schools in the territory have yet to be provided with the School-based Educational Psychology Service?

(b) What are the details and estimated expenditure of the above-mentioned programme in 2017-18?

Asked by: Hon CHAN Tanya (Member Question No. 279)

Reply:

(a) and (b)

In the 2016/17 school year, the School-based Educational Psychology Service (SBEPS) has covered all public sector primary and secondary schools as planned. A total of 454 public sector primary schools are provided with the SBEPS. The estimated expenditure for the provision of the SBEPS in the 2017/18 school year is \$153 million.

- End -

CONTROLLING OFFICER'S REPLY

EDB362

(Question Serial No. 4320)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (000) Operational Expenses
Programme: (3) Primary Education, (4) 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 educational needs (SEN) in public sector primary schools by district. (Please tabulate the numbers by district council district.)

(b) Please provide a list of the number of students with SEN in secondary schools by district. (Please tabulate the numbers by district council district.)

Asked by: Hon CHAN Tanya (Member Question No. 280)

Reply:

(a) and (b)

The number of students with special educational needs (SEN) studying in public sector mainstream primary and secondary schools in the 2016/17 school year are 21 860 and 21 030 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

EDB363

(Question Serial No. 4321)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies, (8) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

- (a) How does the Education Bureau evaluate the effectiveness of the “Chinese Language Curriculum Second Language Learning Framework”?
- (b) 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 2017-18?

Asked by: Hon CHAN Tanya (Member Question No. 281)

Reply:

- (a) & (b) 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 2017/18 school year is tabulated at [Annex](#).

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 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. Besides, EDB has, based on the research framework drawn up in light of the advice of research and language experts, been collecting and analysing data to evaluate the effectiveness of the support measures for NCS students (including the “Learning Framework”) and will refine them as appropriate.

**Educational support measures for non-Chinese speaking (NCS) students
in the 2017/18 school year**

Support measures	Estimated expenditure in the 2017/18 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.	259.5 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	4.1
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
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.	3.07

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

EDB364

(Question Serial No.4322)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Special Education

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

Director of Bureau: Secretary for Education

Question:

What were the wastage rates of teachers in special schools in the past 5 years?

Asked by: Hon CHAN Tanya (Member Question No. 282)

Reply:

The wastage rates of teachers in special schools in the 2011/12 to 2015/16 school years are 5.4%, 7.9%, 6.3% 6.8% and 6.9% respectively.

- End -

CONTROLLING OFFICER'S REPLY**EDB365****(Question Serial No. 5447)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

- (a) How much government funding is set aside in 2017-18 for the expenditure on the Basic Competency Assessment (BCA) in Primary 3 (P3), Primary 6 and Secondary 3 levels?
- (b) Will the Education Bureau (EDB) make the BCA mandatory for all P3 students and how can they apply for exemption?
- (c) Will the EDB assess the BCA's effectiveness? If it will, what is the work schedule? If it won't, what are the reasons?

Asked by: Hon CHAN Tanya (Member Question No. 45)

Reply:

(a) to (c)

The Education Bureau (EDB) has commissioned the Hong Kong Examinations and Assessment Authority (HKEAA) to administer the Basic Competency Assessment project, including Student Assessment (SA) and Territory-wide System Assessment (TSA). In response to the community's concerns, the Coordinating Committee on Basic Competency Assessment and Assessment Literacy (the Committee) was tasked to conduct a comprehensive review on the arrangement of TSA. Taking into account the recommendations of the Committee, the 2016 Tryout Study (Primary 3) (2016 Tryout Study) was implemented in 2016. In 2017, with a view to expanding the scope of study, the Basic Competency Assessment Research Study (Research Study) is being implemented. The initiatives have been carried out under the Basic Competency Assessment project. 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 SA and TSA and related study under the project for the contract period of 2015-2018 is set out below:

Contract period	Expenditure (\$ million)		Total Expenditure (\$ million)
	SA	TSA and related study under the project	
2015-2018	3*	290	293

* SA has been upgraded to Student Assessment Repository (STAR) platform since January 2017. The expenditure for STAR has been subsumed under the overall expenditure of the EDB.

The expenditure on Primary 3, Primary 6 and Secondary 3 TSA under the 2015 to 2018 contract is \$96 million, \$92 million and \$102 million respectively.

In response to the community's concerns, the Committee was tasked to conduct a comprehensive review on the arrangement of the TSA. Taking into account the recommendations of the Committee, the 2016 Tryout Study was implemented in 2016. Based on the positive feedback and experience collected from the 2016 Tryout Study, the Committee considered that the four new initiatives for enhancement (i.e. improving assessment papers and question design; enhancing school reports; strengthening professional support measures; and including a questionnaire survey on students' learning attitude and motivation) could effectively address public concerns and recommended extending them to schools in the territory. As a part of the review, and recognising the Basic Competencies are the essential knowledge and skills acquired by students at the end of each key stage to learn effectively at the next stage, the EDB announced in January 2017 that the 2017 Research Study would be introduced based on the Committee's recommendations which received wide support from schools, parents and school sponsoring bodies. The Research Study will be extended to all primary schools in the territory to allow more schools to participate and understand the new initiatives, and to collect more comprehensive feedback and richer information on the new initiatives to further review related arrangements with a view to continuing to enhance learning and teaching, and to benefit students. Should schools encounter special circumstances or difficulties, the EDB will look into the matters and provide assistance.

In evaluating the Research Study, we will make reference to the review framework adopted under the 2016 Tryout Study to collect feedback in the following ways:

(i) Quantitative approach

- Questionnaire surveys/opinion surveys: The targets include principals, curriculum leaders, teachers and parents. The main purpose is to collect stakeholders' views and suggestions on assessment items, reports, various support measures and stakes involved.

(ii) Qualitative approach

- Focus groups/interviews: The targets include principals, curriculum leaders, teachers and parents. The main purpose is to collect stakeholders' views and suggestions on assessment items, reports, various support measures and stakes involved.
- Case studies: Schools are invited to participate in the case studies, which aim to take a more in-depth look at the support measures, the processes and stakes involved, in a bid to understand how well schools have made effective use of various support measures to enhance their assessment literacy, and also examine the effectiveness and factors affecting the implementation of the Tryout Study at schools, and look into the solutions or views and suggestions.

The costs incurred for the above work was subsumed under the overall expenditure of the EDB.

- End -

CONTROLLING OFFICER'S REPLY

EDB366

(Question Serial No. 6273)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not specified
Programme: (3) 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 2016/17 school year?

Asked by: Hon CHAN Tanya (Member Question No. 367)

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 2016/17 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 2016/17 school year**

Grade	P1	P2	P3	P4	P5	P6
Number of NCS students	1 574	1 643	1 617	1 593	1 451	1 388

Notes:

1. Figures refer to the position as at September of 2016.
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 2016/17 school year**

	P1	P2	P3	P4	P5	P6
Indonesian	25	27	26	21	14	15
Filipino	214	211	220	230	221	213
Indian	134	169	149	166	177	175
Pakistani	473	507	557	542	536	506
Nepalese	324	341	296	272	227	211
Japanese	25	27	18	15	16	12
Thai	18	27	29	30	23	34
Korean	6	14	14	9	6	4
Other Asian	26	40	45	58	27	31
White	134	112	101	104	66	50
Others	73	75	63	57	54	52
Total	1 452	1 550	1 518	1 504	1 367	1 303

Notes:

1. Figures refer to the position as at September of 2016.
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

EDB367

(Question Serial No. 6277)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not specified
Programme: (4) 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 2016/17 school year?

Asked by: Hon CHAN Tanya (Member Question No. 368)

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 2016/17 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 2016/17 school year**

Grade	S1	S2	S3	S4	S5	S6
Number of NCS students	1 648	1 633	1 523	1 454	1 452	1 261

Notes:

1. Figures refer to the position as at September of 2016.
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 2016/17 school year**

	S1	S2	S3	S4	S5	S6
Indonesian	16	15	11	12	7	11
Filipino	239	284	277	251	243	214
Indian	199	210	221	182	204	185
Pakistani	521	546	509	465	460	389
Nepalese	262	243	238	213	210	198
Japanese	17	7	9	9	9	8
Thai	36	31	21	12	26	8
Korean	16	9	9	9	7	5
Other Asian	52	54	29	37	22	19
White	55	44	33	36	29	20
Others	88	80	64	87	65	37
Total	1 501	1 523	1 421	1 313	1 282	1 094

Notes:

1. Figures refer to the position as at September of 2016.
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

EDB368

(Question Serial No. 6309)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (2) Pre-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 class levels in kindergartens in the 2016/17 school year?

Asked by: Hon CHAN Tanya (Member Question No. 369)

Reply:

At present, all kindergartens (KGs) in Hong Kong are privately run and the 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 KGs in the 2016/17 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 2016/17 school year**

	K1	K2	K3
Number of NCS students	4 477	4 688	3 075

Notes:

1. Figures refer to the position as at September of 2016.
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 2016/17 school year**

	K1	K2	K3
Indonesian	39	33	31
Filipino	199	191	194
Indian	463	473	306
Pakistani	468	539	508
Nepalese	334	316	328
Japanese	282	260	196
Thai	34	35	38
Korean	105	149	56
Other Asian	125	126	87
White	1 189	1 258	804
Others	592	604	346
Total	3 830	3 984	2 894

Notes:

1. Figures refer to the position as at September of 2016.
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**EDB369****(Question Serial No. 6313)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) 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 by class level in the 2016/17 school year?

Asked by: Hon CHAN Tanya (Member Question No. 370)

Reply:

The number of cross-boundary students (CBS) attending primary schools in Hong Kong by class level in the 2016/17 school year is as follows:

Class Level	P1	P2	P3	P4	P5	P6	Total
Number of CBS	4 210	3 709	3 460	2 836	2 005	1 238	17 458

Note: Figures are based on the annual survey conducted via schools in September 2016 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**EDB370****(Question Serial No. 6324)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) 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 2016/17 school year?

Asked by: Hon CHAN Tanya (Member Question No. 569)

Reply:

The number of cross-boundary students (CBS) attending secondary schools in Hong Kong by class level in the 2016/17 school year is as follows:

Class Level	S1	S2	S3	S4	S5	S6	Total
Number of CBS	839	654	615	514	427	306	3 355

Note: Figures are based on the annual survey conducted via schools in September 2016 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**EDB371****(Question Serial No. 6337)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

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, and the number of students enrolled in these kindergartens by District Council district in the 2016/17 school year?

Asked by: Hon CHAN Tanya (Member Question No. 372)

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 2016/17 school year is tabulated below:

District	WD classes		HD classes	
	No. of KGs	No. of students	No. of KGs	No. of students
Central & Western	22	1 282	33	4 897
Wan Chai	13	1 227	25	5 898
Eastern	58	3 056	68	8 804
Southern	20	1 301	34	3 347
Sham Shui Po	36	2 754	35	6 979
Yau Tsim Mong	25	1 942	23	4 557
Kowloon City	49	3 691	78	19 363
Wong Tai Sin	41	3 254	32	4 354
Kwun Tong	58	4 523	49	7 841
Tsuen Wan	23	1 854	32	5 368
Tuen Mun	60	4 298	48	8 919
Yuen Long	56	3 991	57	13 224
North	33	1 956	38	10 227
Tai Po	29	2 179	29	4 603
Sha Tin	54	3 876	58	10 837
Sai Kung	43	2 995	49	6 160
Islands	24	1 446	33	2 466
Kwai Tsing	48	3 521	46	7 042

Note: Figures refer to the position as at mid-September of the school year.

- End -

CONTROLLING OFFICER'S REPLY**EDB372****(Question Serial No. 6347)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education

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

Director of Bureau: Secretary for Education

Question:

What is the number of students, by type of disabilities and grade level, 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
2011-12						
2012-13						
2013-14						
2014-15						
2015-16						
2016-17						

Intellectual Disabilities	P1	P2	P3	P4	P5	P6
2011-12						
2012-13						
2013-14						
2014-15						
2015-16						
2016-17						

Autism Spectrum Disorders	P1	P2	P3	P4	P5	P6
2011-12						
2012-13						
2013-14						
2014-15						
2015-16						
2016-17						

Attention Deficit/ Hyperactivity Disorder	P1	P2	P3	P4	P5	P6
2011-12						
2012-13						
2013-14						
2014-15						
2015-16						
2016-17						

Physical Disability	P1	P2	P3	P4	P5	P6
2011-12						
2012-13						
2013-14						
2014-15						
2015-16						
2016-17						

Visual Impairment	P1	P2	P3	P4	P5	P6
2011-12						
2012-13						
2013-14						
2014-15						
2015-16						
2016-17						

Hearing Impairment	P1	P2	P3	P4	P5	P6
2011-12						
2012-13						
2013-14						
2014-15						
2015-16						
2016-17						

Speech & Language Impairment	P1	P2	P3	P4	P5	P6
2011-12						
2012-13						
2013-14						
2014-15						
2015-16						
2016-17						

Asked by: Hon CHAN Tanya (Member Question No. 373)

Reply:

The number of students with special educational needs (SEN) studying in public sector mainstream primary schools by grade levels and by major type of SEN from the 2011/12 to 2016/17 school years is set out at the Appendix. With increased awareness of SEN among the schools and parents as well as the improvement in the identification tools and mechanisms, the number of students with SEN has increased over the years.

**Number of students with SEN studying in public sector mainstream primary schools
by grade levels and by major type of SEN from the 2011/12 to 2016/17 school years** (Note 1)

Specific Learning Difficulties	P1 (Note 2)	P2	P3	P4	P5	P6
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
2016/17	2	206	2 142	2 231	2 136	2 144

Intellectual Disability	P1 (Note 2)	P2	P3	P4	P5	P6
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
2016/17	86	119	107	130	124	105

Autism Spectrum Disorders	P1	P2	P3	P4	P5	P6
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
2016/17	683	841	943	894	874	784

Attention Deficit/ Hyperactivity Disorder	P1	P2	P3	P4	P5	P6
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
2016/17	159	311	675	967	1 068	1 169

Physical Disability	P1	P2	P3	P4	P5	P6
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
2016/17	12	27	16	19	16	24

Visual Impairment	P1	P2	P3	P4	P5	P6
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
2016/17	1	8	8	7	4	1

Hearing Impairment	P1	P2	P3	P4	P5	P6
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
2016/17	46	43	53	62	50	42

Speech & Language Impairment	P1 (Note 2)	P2	P3	P4	P5	P6
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
2016/17	18	872	601	469	337	220

Note:

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

- End -

CONTROLLING OFFICER'S REPLY**EDB373****(Question Serial No. 6365)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) 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 type of disabilities and grade level, 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
2011-12							
2012-13							
2013-14							
2014-15							
2015-16							
2016-17							

Intellectual Disability	S1	S2	S3	S4	S5	S6	S7
2011-12							
2012-13							
2013-14							
2014-15							
2015-16							
2016-17							

Autism Spectrum Disorders	S1	S2	S3	S4	S5	S6	S7
2011-12							
2012-13							
2013-14							
2014-15							
2015-16							
2016-17							

Attention Deficit / Hyperactivity Disorder	S1	S2	S3	S4	S5	S6	S7
2011-12							
2012-13							
2013-14							
2014-15							

2015-16							
2016-17							

Physical Disability	S1	S2	S3	S4	S5	S6	S7
2011-12							
2012-13							
2013-14							
2014-15							
2015-16							
2016-17							

Visual Impairment	S1	S2	S3	S4	S5	S6	S7
2011-12							
2012-13							
2013-14							
2014-15							
2015-16							
2016-17							

Hearing Impairment	S1	S2	S3	S4	S5	S6	S7
2011-12							
2012-13							
2013-14							
2014-15							
2015-16							
2016-17							

Speech & Language Impairment	S1	S2	S3	S4	S5	S6	S7
2011-12							
2012-13							
2013-14							
2014-15							
2015-16							
2016-17							

Asked by: Hon CHAN Tanya (Member Question No. 374)

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 2011/12 to 2016/17 school years is set out at the Appendix. With increased awareness of SEN among the schools and parents as well as the improvement in the identification tools and mechanisms, the number of students with SEN has increased over the years.

**Number of students with SEN studying in public sector mainstream secondary schools
by grade levels and by major SEN types from the 2011/12 to 2016/17 school years**

Specific Learning Difficulties	S1	S2	S3	S4	S5	S6	S7
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
2016/17	2 155	2 064	2 121	2 011	1 599	1 309	N/A

Intellectual Disability	S1	S2	S3	S4	S5	S6	S7
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
2016/17	169	199	167	151	109	112	N/A

Autism Spectrum Disorders	S1	S2	S3	S4	S5	S6	S7
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
2016/17	588	533	509	490	376	306	N/A

Attention Deficit / Hyperactivity Disorder	S1	S2	S3	S4	S5	S6	S7
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
2016/17	1 114	1 094	1 008	801	615	461	N/A

Physical Disability	S1	S2	S3	S4	S5	S6	S7
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
2016/17	26	18	23	41	44	38	N/A

Visual Impairment	S1	S2	S3	S4	S5	S6	S7
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
2016/17	7	9	11	18	12	21	N/A

Hearing Impairment	S1	S2	S3	S4	S5	S6	S7
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
2016/17	42	58	59	71	65	56	N/A

Speech & Language Impairment	S1	S2	S3	S4	S5	S6	S7
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
2016/17	135	74	58	37	22	28	N/A

Notes:

1. The figures denote the position as at September of the respective school years.
2. N/A: Not applicable.

- End -

CONTROLLING OFFICER'S REPLY**EDB374****(Question Serial No. 5330)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) 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 Chiu-hung, Fernando (Member Question No. 2035)

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 developmental guidance services for all students in a holistic and integrated manner. The number of public sector primary schools provided with the SGO, SGT or SGSG for the past 5 school years (i.e. the 2011/12 to the 2015/16 school years) are as follows:

Number of Public Sector Primary Schools Provided with	2011/12 School Year	2012/13 School Year	2013/14 School Year	2014/15 School Year	2015/16 School Year
Student Guidance Officers	21	19	15	13	12
Student Guidance Teachers	132	132	129	127	125
Student Guidance Service Grant	303	302	309	312	317

- End -

CONTROLLING OFFICER'S REPLY

EDB375

(Question Serial No. 5331)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not specified
Programme: (3) 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 number of classes?

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 2036)

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, 2012/13 to 2016/17 School Years

No. of Operating Classes	No. of Schools									
	2012/13		2013/14		2014/15		2015/16		2016/17	
	Government	Aided	Government	Aided	Government	Aided	Government	Aided	Government	Aided
3	0	0	0	0	0	0	0	2	0	0
4	0	1	0	0	0	0	0	0	0	0
5	0	3	0	1	0	0	0	0	0	0
6	0	19	0	14	0	12	1	13	1	14
7	0	11	0	9	1	3	0	1	0	3
8	1	10	1	6	0	6	0	2	0	0
9	0	4	0	11	0	6	0	5	0	3
10	0	11	0	4	0	7	0	4	0	2
11	0	11	0	11	0	6	0	9	0	4
12	2	37	2	36	2	31	2	30	2	29
13	1	9	0	15	0	14	0	9	0	8
14	1	7	1	4	0	12	0	5	0	6
15	1	7	1	6	2	8	1	12	0	7
16	2	5	1	5	0	7	1	7	1	8
17	1	6	0	8	0	6	0	6	1	7
18	2	28	2	29	1	23	0	28	0	29
19	1	7	2	5	0	7	0	4	0	7
20	0	4	1	5	4	7	2	6	2	4
21	0	5	0	5	0	6	2	8	0	6
22	1	8	1	4	1	5	1	8	2	7
23	0	9	1	14	0	10	0	7	1	4
24	7	81	7	84	7	92	6	96	6	101
25	0	21	0	20	1	23	3	23	1	27

Appendix (Cont'd)

No. of Operating Classes	No. of School									
	2012/13		2013/14		2014/15		2015/16		2016/17	
	Government	Aided	Government	Aided	Government	Aided	Government	Aided	Government	Aided
26	0	6	0	10	1	9	0	10	0	12
27	0	6	0	9	0	9	0	10	1	10
28	1	6	0	3	0	8	0	7	1	6
29	3	9	3	8	2	2	3	7	2	6
30	8	70	8	75	9	80	11	81	12	86
31	0	6	1	4	1	6	1	6	1	10
32	0	0	0	2	0	2	0	2	0	2
33	0	1	0	0	0	0	0	0	0	0
34	0	1	0	0	0	0	0	1	0	0
35	0	2	0	1	0	0	0	0	0	0
36	0	8	0	9	0	10	0	11	0	12
37 or above	1	1	1	2	1	2	0	1	0	1
Total	33	420	33	419	33	419	34	421	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**EDB376****(Question Serial No. 5332)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) 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 Chiu-hung, Fernando (Member Question No. 2037)

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 2011/12 to the 2015/16 school years) according to their categories are summarized as follows:

Case Category	School Year				
	2011/12	2012/13	2013/14	2014/15	2015/16
Conduct Problems	1 577	1 499	1 349	1 306	1 254
Emotional/Psychological Problems	2 240	2 464	2 523	2 743	2 945
Family/Environmental Problems	1 987	1 988	1 945	1 976	1 940
Health/Physical Problems	125	127	124	103	92
Learning problems	1 578	1 508	1 394	1 210	1 071
Social/Developmental Problems	468	467	465	460	426
Total	7 975	8 053	7 800	7 798	7 728

- End -

CONTROLLING OFFICER'S REPLY**EDB377****(Question Serial No. 5333)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) 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 its number of classes. 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 provided per year since the 2012/13 school year;
2. The total amount of additional grant provided per year since the 2012/13 school year;
3. The total amount of unspent grants of the public sector primary schools receiving SGS Grant in each of the school years since 2012/13.

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 2038)

Reply:

1. and 2. The total amount of Student Guidance Service (SGS) Grant and Top-up Grant for the 2012/13 to 2016/17 school years is tabulated as follows:

	2012/13 School Year (\$ million)	2013/14 School Year (\$ million)	2014/15 School Year (\$ million)	2015/16 School Year (\$ million)	2016/17 School Year (\$ million)
SGS Grant	127.3	139.3	146.3	157.3	168.3
Top-up Grant	56.9	61.1	65.4	68.3	71.4
Total:	184.2	200.4	211.7	225.6	239.6

3. The total amount of unspent SGS Grant (including Top-up Grant) of public sector primary schools for the 2012/13, 2013/14 and 2014/15 school years is \$19.0 million, \$15.4 million and \$17.7 million respectively. Relevant information of the 2015/16 school year is not available as the audited accounts for the school year is not yet due.

- End -

CONTROLLING OFFICER'S REPLY

EDB378

(Question Serial No. 5474)

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 the work plan for “(to) continue to provide School-based Educational Psychology Service to all public sector primary schools and further enhance the service by 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”.

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 6033)

Reply:

In the 2016/17 school year, the School-based Educational Psychology Service (SBEPS) has covered all public sector primary and secondary schools as planned. The Government has further enhanced 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 from the 2016/17 school year. The enhanced provision covers 30 primary and secondary schools in the 2016/17 school year and will cover about 80 primary and secondary schools by the 2017/18 school year. Apart from helping the schools strengthen their preventive and developmental work, EPs pay more frequent visits to these schools and provide comprehensive and regular follow-ups to students as well as intervention services to the schools concerned based on their needs. The Education Bureau will continue to keep in view the service needs of schools as a whole and the provision of EPs in the market. As and when necessary, we will liaise with local universities for meeting the manpower demand in order to continuously enhance the support to schools in catering for students' diverse needs.

- End -

CONTROLLING OFFICER'S REPLY**EDB379****(Question Serial No. 5475)**

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

Please provide information on the measures, funds, responsible units and details relating to prevention of student suicide.

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 6036)

Reply:

With the recommendations of the Committee on Prevention of Student Suicides, starting from the 2016/17 school year, the Education Bureau (EDB), in collaboration with relevant bureaux and department, has put forward various measures to enhance support to schools to take care of students in need, which are directed at three levels, namely "Universal", "Selective" and "Indicated". Universal prevention strategies are designed to reach all students aiming to strengthen protective factors. Selective prevention strategies target vulnerable students. Indicated prevention strategies target students with suicidal risk.

At the Universal level, the Joyful@School Campaign has been launched in schools jointly by the Department of Health and EDB with an aim to enhancing students' knowledge and understanding about mental health and their competency in coping with environmental changes. Schools can submit applications to the Quality Education Fund through the simplified application mechanism for funding not exceeding \$150,000 to implement related activities under the Campaign.

At the Selective level, EDB will conduct professional development programmes for teachers, which include elementary training for teachers at large and in-depth training for designated teachers, as well as develop screening tools and materials, to raise their awareness on mental health and help them early detect and support students with mental health needs including those with suicidal risks. Subsidy for supply teachers will be offered to schools as appropriate.

At the Indicated level, as announced in the 2017 Policy Address, starting from the 2017/18 school year, the Learning Support Grant that EDB provides for public sector mainstream primary and secondary schools will cover students with mental illness so that schools will have additional resources to provide appropriate services, such as arranging for counselling and emotional support, etc. The estimated expenditure in the 2017-18 financial year is about \$30 million. In addition, the Food and Health Bureau, in collaboration with EDB, the Hospital Authority (HA) and the Social Welfare Department launched a two-year pilot scheme "Student Mental Health Support Scheme" based on a medical-educational-social collaboration model in 17 schools by two phases from the 2016/17 school year to the 2017/18 school year. Under the pilot scheme, a multi-disciplinary team is formed in each school comprising a psychiatric nurse of HA, designated teacher(s) and a school social worker as the core members to work closely with the psychiatric teams of HA, the school-based educational psychologists, relevant teachers and social workers from relevant social service units for the provision of support services to students with mental health needs and their carers.

EDB works alongside the Curriculum Development Council in reviewing on an ongoing basis the primary and secondary curricula to explore ways of catering better for learner diversity and creating more space for students to achieve their whole-person development. Schools are also advised to regulate the amount of homework given to students each day so as to ensure that they would have enough time to rest, play and develop their own interests.

Moreover, EDB has been reviewing the relevant domains of the education system with a view to supporting and addressing the developmental and diverse needs of students. EDB continues to encourage and support schools in implementing the suggestions made in the review of the New Academic Structure, so as to support the diverse learning needs of schools and students. Measures include: increasing the flexibility in deploying lesson time, trimming, enhancing or updating curriculum contents and assessment arrangements, clarifying the breadth and depth of subject curricula; implementing School-based Assessment in fewer subjects and improving its implementation to reduce student and teacher workload, arranging accreditation of more Applied Learning courses under the Qualifications Framework and increasing opportunities for Industrial Attachment, and encouraging students interested in vocational training or joining the workforce to study two Applied Learning courses, etc.

As announced in the 2017 Policy Address, there will be various measures to provide multiple pathways and further study opportunities for young people so that they can develop according to their capacities and interests. The measures include launching a vocational English programme with the support from the Language Fund for senior secondary students who aspire to pursue vocational and professional education and training or who are prepared to work, with a view to enhancing their English proficiency and enabling them to obtain relevant qualifications from recognised courses for further studies and employment. The Government decides to regularise the Study Subsidy Scheme for Designated Professions/Sectors after the pilot run, making it a recurrent initiative from the 2018/19 academic year onwards and the number of subsidised degree places would be increased. Current students of the designated programmes will also receive the subsidy from the 2018/19 academic year.

- End -

CONTROLLING OFFICER'S REPLY

EDB380

(Question Serial No. 5476)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (3) Primary Education, (4) Secondary Education
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

Please provide the figures on “student suicides” for the past 5 years in tabular form under the categories of suicide attempts, non-fatal suicide attempts and suicide deaths.

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 6037)

Reply:

Schools are required to report cases of students suspected of committing suicide to the Education Bureau (EDB). Professional support will be provided for the schools concerned as appropriate. The nature and number of the fatal suicide cases will be confirmed after the legal proceedings of the Coroner's Court. Over the years, EDB has not captured the information from the Court. Hence, we are unable to provide officially verified figures on student suicides.

- End -

CONTROLLING OFFICER'S REPLY

EDB381

(Question Serial No. 5477)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (3) Primary Education, (4) Secondary Education
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

Please provide the reasons for “student suicides” for the past 5 years in graphical form under the categories of suicide attempts, non-fatal suicide attempts and suicide deaths.

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 6038)

Reply:

Schools are required to report cases of students suspected of committing suicide to the Education Bureau (EDB). Professional support will be provided for the schools concerned as appropriate. The nature and number of the fatal suicide cases will be confirmed after the legal proceedings of the Coroner's Court. Over the years, EDB has not captured the information from the Court. Hence, we are unable to provide officially verified figures on student suicides.

Suicide is a complicated social problem with the interplay of multiple factors, including mental health issues, psychological concerns, relationship and adjustment problems, as well as academic stress at different levels, involving health system, society, community, relationship as well as individual. No single factor could be sufficient to explain a suicide. Attribution to a single factor may run the risk of missing the interaction among multiple intertwined factors and cannot contribute to in-depth understanding of the problem.

- End -

CONTROLLING OFFICER'S REPLY

EDB382

(Question Serial No. 5478)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (3) Primary Education, (4) Secondary Education
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

Please provide the age distribution of “student suicides” for the past 5 years in tabular form under the categories of suicide attempts, non-fatal suicide attempts and suicide deaths.

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 6039)

Reply:

Schools are required to report cases of students suspected of committing suicide to the Education Bureau (EDB). Professional support will be provided for the schools concerned as appropriate. The nature and number of the fatal suicide cases will be confirmed after the legal proceedings of the Coroner's Court. Over the years, EDB has not captured the information from the Court. Hence, we are unable to provide officially verified figures on student suicides.

- End -

CONTROLLING OFFICER'S REPLY

EDB383

(Question Serial No. 5479)

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

Please tabulate the names of local non-profit-making kindergartens, their addresses, telephone numbers, the number of places for K1, morning session, afternoon session, whole-day class and their school fees, with a breakdown by 18 districts.

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 6040)

Reply:

The kindergarten (KG) sector is characterised by a high level of flexibility in operation, diversity and vibrancy. KGs provide different modes of services, and flexibly respond to the changing needs of the society. Hence, the number of places for different levels including Nursery classes (K1) and sessions (that is, morning, afternoon and whole-day sessions) may vary between years according to changing needs of parents. Notwithstanding this, the number of places offered by a KG may be roughly reflected from the total number of permitted accommodation of classrooms in use and student enrolment. In the 2016/17 school year, there are 771 local non-profit-making KGs. Their school names, addresses, telephone numbers, total number of permitted accommodation of classrooms in use, student enrolment and annual school fees have been included in the "Profile of Kindergartens and Kindergarten-cum-child Care Centres" (KG Profile) published by the Education Bureau (EDB) by District Council district. The KG Profile has been uploaded to the EDB website.

- End -

CONTROLLING OFFICER'S REPLY

EDB384

(Question Serial No. 5480)

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 Bureau supports activities which contribute to the wider involvement in education and development of professionalism. Please tabulate the amount of subsidies, responsible bodies, number of beneficiaries, and details of the activities.

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 6041)

Reply:

The Education Bureau (EDB) attaches great importance to the development of the teaching profession and provides continuous support to activities that foster the growth and enrichment of teachers. To this end, a series of professional development activities supported by EDB (in collaboration with related organizations, e.g. teachers' associations, education professional bodies and so on if appropriate) including courses, seminars, conferences, workshops, etc., take place each year. These activities provide opportunities for a considerable number of teachers to consolidate and share their teaching experiences. The expenditure for these activities, including manpower cost, is subsumed under the overall expenditure of EDB.

- End -

CONTROLLING OFFICER'S REPLY**EDB385****(Question Serial No. 5481)**

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 tabulate all estimated expenditures and specific work arrangements of the Native-speaking English Teacher Section of the Education Bureau.

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 6042)

Reply:

The Native-speaking English Teacher (NET) Section is responsible for supporting and evaluating the implementation of the NET Scheme and attainment of the Scheme goals. The major areas of work in 2017-18 are listed in the table below:

Major Area of Work	Description
A. Curriculum development	Literacy programmes and collaborative research and development projects ("Seed" projects) are developed and implemented in both primary and secondary schools to facilitate the implementation of the English Language Curriculum Guide prepared by the Curriculum Development Council, to promote pedagogical innovations and to foster a culture of collaboration among English language teachers, including NETs.
B. School support services	Onsite professional support is provided for both primary and secondary schools to foster collaboration between the NET and local teachers, to give advice on curriculum development, pedagogy, assessment and NET deployment, and to identify and disseminate good practices.
C. Professional development programmes	Professional development opportunities are offered to English teachers, including NETs, through workshops, seminars, cluster meetings, experience-sharing sessions, etc.
D. Resource development	Print and electronic learning and teaching resources are developed for the various NET Section initiatives including literacy programmes and "Seed" projects.
E. Organisation of competitions for students	Competitions are organised to provide a range of opportunities for students to use English in a creative and collaborative way. These competitions also provide professional development opportunities for participating teachers, including NETs.
F. Ad hoc projects	<ul style="list-style-type: none"> • Development of an e-platform to enhance the accessibility and visibility of the services and resources offered by the NET Section • Evaluation of the NET Section's school support services

	<ul style="list-style-type: none"> • Evaluation of the Enhanced NET Scheme in Secondary Schools (ENET Scheme)
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Items A to E above are to be carried out by the Education Bureau (EDB), the cost of which is to be subsumed under the recurrent expenditure of EDB and a separate breakdown of the staffing and financial implications is not available. The estimated expenditures on items under “Ad hoc projects” in 2017-18 are as follows:

Ad hoc projects	Estimated expenditures for 2017-18 (\$ million)
Development of an e-platform	0.15
Evaluation of school support services	0.10
Evaluation of the ENET Scheme	0.35

- End -

CONTROLLING OFFICER'S REPLY**EDB386****(Question Serial No. 5482)**

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 tabulate the items of expenditure and work arrangements of the Native-speaking English Teacher Section of the Education Bureau in the past 5 years.

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 6043)

Reply:

The Native-speaking English Teacher (NET) Section is responsible for supporting and evaluating the implementation of the NET Scheme and attainment of the Scheme goals. The major areas of work between 2012-13 and 2016-17 are listed in the table below:

Major Area of Work	Description
A. Curriculum development	Literacy programmes and collaborative research and development projects ("Seed" projects) were developed and implemented in both primary and secondary schools to facilitate the implementation of the English Language Curriculum Guide prepared by the Curriculum Development Council, to promote pedagogical innovations and to foster a culture of collaboration among English language teachers, including NETs.
B. School support services	Onsite professional support was provided for both primary and secondary schools to foster collaboration between the NET and local teachers, to give advice on curriculum development, pedagogy, assessment and NET deployment, and to identify and disseminate good practices.
C. Professional development programmes	Professional development opportunities were offered to English teachers, including NETs, through workshops, seminars, cluster meetings, experience-sharing sessions, etc.
D. Resource development	Print and electronic learning and teaching resources were developed for the various NET Section initiatives including literacy programmes and "Seed" projects.
E. Organisation of competitions for students	Competitions were organised to provide a range of opportunities for students to use English in a creative and collaborative way. These competitions also provided professional development opportunities for participating teachers, including NETs.
F. Ad hoc projects	<ul style="list-style-type: none"> • Development of an e-platform from 2015-16 onwards to enhance the accessibility and visibility of the services and resources offered by the NET Section • Evaluation of the NET Section's school support services • Evaluation of the NET Scheme in Primary Schools (PNET Scheme) and the Enhanced NET Scheme in Secondary Schools (ENET Scheme)

Items A to E above were carried out by the Education Bureau (EDB), the cost of which was subsumed under the recurrent expenditure of EDB and a separate breakdown of the staffing and financial implications is not available. The expenditures on items under “Ad hoc projects” between 2012-13 and 2016-17 are as follows:

	Expenditures (\$ million)				
Ad hoc projects	2012-13	2013-14	2014-15	2015-16	2016-17
Development of an e-platform	0	0	0	0	0.15
Evaluation of school support services	0.49	0.98	0.98	0.98	0.98
Evaluation of the PNET Scheme and the ENET Scheme	0	0	0.42	1.40	0.63

- End -

CONTROLLING OFFICER'S REPLY**EDB387****(Question Serial No. 5483)**

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 tabulate all estimated expenditures and specific work arrangements of the Special Educational Needs (SEN) Section of the Education Bureau.

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 6044)

Reply:

The Special Education Needs Section is responsible for planning and developing the adapted curriculum for special schools and supporting them to implement the adapted curriculum through enriching learning and teaching materials for children with intellectual disabilities (ID) under the New Academic Structure (NAS). The major areas of work for 2017-18 are listed in the table below:

Area of work	Descriptions
A. Curriculum development	To plan and develop the adapted curriculum for special schools to implement for students with ID and enrich learning and teaching materials through collaborative research and development projects ("Seed" projects) on curriculum adaptation, development of the Learning Progression Frameworks (LPFs) for core subjects of both basic education and senior secondary education.
B. Professional development programmes (PDPs)	To conduct professional development and training programmes for school heads, curriculum leaders and teachers to implement the adapted curriculum under the NAS for the students with ID.
C. Resource development	To produce learning and teaching materials and Supplementary Guides to the Curriculum and Assessment (C&A) Guides for the different subjects at basic education and senior secondary levels for special schools.
D. Other support measures	To support the schools implementing the adapted senior secondary curriculum for students with ID under the principle of "One Curriculum Framework for All"; to provide adapted Applied Learning courses for students with ID as elective subject(s) in the senior secondary curriculum which complement other senior secondary subjects by offering studies with stronger elements of practical learning linked to broad professional and vocational fields.

Estimated expenditure for the curriculum development, the PDPs, resources development and other support measures in 2017-18 is as follows:

	2017-18 (\$ million)
Estimated expenditure	20.0

As a significant part of the above support measures was carried out by professional staff of EDB, the cost is subsumed under the recurrent expenditure of EDB. Separate breakdown of the staffing and financial implication is thus not available.

-End-

CONTROLLING OFFICER'S REPLY**EDB388****(Question Serial No. 5484)**

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 tabulate the items of expenditure and work arrangements of the Special Educational Needs (SEN) Section of the Education Bureau in the past 5 years.

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 6045)

Reply:

The Special Education Needs Section is responsible for planning and developing the adapted curriculum for special schools and support them to implement the adapted curriculum through enriching learning and teaching materials for children with intellectual disabilities (ID) under the New Academic Structure (NAS). The major areas of work between 2012-13 to 2016-17 are listed in the table below:

Area of work	Descriptions
A. Curriculum development	To plan and develop the adapted curriculum for special schools to implement for students with ID and enrich learning and teaching materials through collaborative research and development projects ("Seed" projects) on curriculum adaptation, development of the Learning Progression Frameworks (LPFs) for core subjects of both basic education and senior secondary education.
B. Professional development programmes (PDPs)	To conduct professional development and training programmes for school heads, curriculum leaders and teachers to implement the adapted curriculum under the NAS for the students with ID.
C. Resource development	To produce learning and teaching materials and Supplementary Guides to the Curriculum and Assessment (C&A) Guides for the different subjects at basic education and senior secondary levels for special schools.
D. Other support measures	To support the schools implementing the adapted senior secondary curriculum for students with ID under the principle of "One Curriculum Framework for All"; to provide adapted Applied Learning courses for students with ID as elective subject(s) in the senior secondary curriculum which complement other senior secondary subjects by offering studies with stronger elements of practical learning linked to broad professional and vocational fields.

Expenditure for the curriculum development, PDPs, resources development and other support measures in the past five years is as follows:

2012-13 (\$ million)	2013-14 (\$ million)	2014-15 (\$ million)	2015-16 (\$ million)	2016-17 (\$ million) (estimate)
21.8	18.2	16.6	17.8	21.4

As a significant part of the above support measures was carried out by professional staff of EDB, the cost is subsumed under the recurrent expenditure of EDB. Separate breakdown of the staffing and financial implication is thus not available.

- End -

CONTROLLING OFFICER'S REPLY**EDB389****(Question Serial No. 5485)**

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 tabulate the items of expenditure and specific work arrangements of the Life-wide Learning and Library Section of the Education Bureau.

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 6046)

Reply:

The Life-wide Learning and Library Section is responsible for: (1) curriculum development and implementation of Life-wide Learning (LWL) to support students' whole-person development; and (2) the promotion of information literacy among teacher-librarians to support the implementation of "Reading across Curriculum" in schools through quality library services. The major areas of work for 2017-18 are listed in the table below.

Area of Work	Descriptions
Curriculum development	To carry out curriculum development in LWL for students' whole-person development, including Other Learning Experiences (OLE) and Student Learning Profile (SLP) at the senior secondary level; to identify and promote good practices of library services in primary and secondary schools.
Professional development programmes (PDPs)	To enhance the capacity of school leaders and teachers in implementing LWL, OLE and SLP; to support teacher-librarians in promoting information literacy and reading.
Resources development and support services	To support schools' implementation of LWL, OLE and SLP; to support LWL activities for students' whole-person development; to maintain the Book Works Reading Site on the EDB website.
Others	To administer and promote the Hong Kong Jockey Club Life-wide Learning Fund, which subsidises the financially needy students to participate in LWL activities organised or recognised by their schools.

Estimated expenditure for the PDPs, resources development and support services in 2017-18 is as follows:

	2017-18 (\$ million)
Estimated expenditure	3.2

Please note that some costs, e.g. staffing cost, are not reflected in the above figure, as a significant part of the above support measures, which was carried out by professional staff of EDB, is subsumed under the recurrent expenditure of EDB. Separate breakdown of the staffing and financial implication is thus not available.

- End -

CONTROLLING OFFICER'S REPLY**EDB390****(Question Serial No. 5486)**

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 tabulate the items of expenditure and specific work arrangements of the Gifted Education Section of the Education Bureau.

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 6047)

Reply:

The Gifted Education (GE) Section is responsible for planning, co-ordinating and reviewing the implementation of the curriculum according to the special characteristics of gifted children and the changing contextual demand of the society upon these children. Its major areas of work for 2017-18 are as follows:

Area of work	Descriptions
A. Curriculum development	To develop various guidelines, curriculum documents and tools on gifted education such as information folders and School Self-enhancing Tool for schools' reference; to conduct curriculum development visits and advise on gifted education development; and to facilitate inter-school professional dialogues through the GE School Network Initiative.
B. Professional development programmes	To enhance teachers' capacity in promoting gifted education through organising online courses, seminars, workshops, teacher networks, etc.
C. Resources development	To produce learning and teaching packages, which are mostly the deliverables of pilot partnership programmes with schools, to support schools in catering for the needs of gifted students in classrooms, pull-out programmes and off-school provisions.
D. Support Services	To organise various local competitions and off-school programmes for gifted students, e.g. web-based learning courses, territory-wide competitions in different domains and STEM-related enrichment activities.
E. Sending HK delegates to various overseas student competitions	To collaborate with tertiary institutions and other educational organisations to provide gifted programmes, competition-related training programmes and affective education to prepare gifted students for national and international competitions, which serve as platforms for gifted students to learn and grow with like-ability peers and to widen their horizons.

Estimated expenditure for the professional development programmes, resources development and support measures in 2017-18 is as follows:

	2017-18 (\$ million)
Estimated expenditure	8.1

A significant part of the above support measures will be carried out by professional staff of EDB, the cost of which is subsumed under the recurrent expenditure of EDB. Separate breakdown of the staffing and financial implication is thus not available.

- End -

CONTROLLING OFFICER'S REPLY**EDB391****(Question Serial No. 5487)**

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 tabulate the items of expenditure and work arrangements of the Gifted Education Section of the Education Bureau in the past 5 years.

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 6048)

Reply:

The Gifted Education (GE) Section is responsible for planning, co-ordinating and reviewing the implementation of the curriculum according to the special characteristics of gifted children and the changing contextual demands of the society. Its major areas of work for 2012-13 to 2016-17 were as follows:

Area of work	Descriptions
A. Curriculum development	To develop various guidelines, curriculum documents and tools on gifted education such as information folders and School Self-enhancing Tool for schools' reference; to conduct curriculum development visits and advise on gifted education development; and to facilitate inter-school professional dialogues through the GE School Network Initiative.
B. Professional development programmes	To enhance teachers' capacity in promoting gifted education through organising online courses, seminars, workshops, teacher networks, etc.
C. Resources development	To produce learning and teaching packages, which are mostly the deliverables of pilot partnership programmes with schools, to support schools in catering for the needs of gifted students in classrooms, pull-out programmes and off-school provisions.
D. Support Services	To organise various local competitions and off-school programmes for gifted students, e.g. web-based learning courses, territory-wide competitions in different domains and STEM-related enrichment activities.
E. Sending HK delegates to various overseas student competitions	To collaborate with tertiary institutions and other educational organisations to provide gifted programmes, competition-related training programmes and affective education to prepare gifted students for national and international competitions, which serve as platforms for gifted students to learn and grow with like-ability peers and to widen their horizons.

Expenditure for the professional development programmes, resources development and support measures in the past five years is as follows:

2012-13 (\$ million)	2013-14 (\$ million)	2014-15 (\$ million)	2015-16 (\$ million)	2016-17 (as at February 2017)
8.2	8.6	7.4	8.1	6.2

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 subsumed under the recurrent expenditure of EDB. Separate breakdown of the staffing and financial implication is thus not available.

- End -

CONTROLLING OFFICER'S REPLY**EDB392****(Question Serial No. 5526)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (2) Pre-primary EducationControlling Officer: Permanent Secretary for Education (Mrs Marion LAI)Director of Bureau: Secretary for EducationQuestion:

Please set out the numbers of kindergartens and the numbers of their school places and students at each class level respectively over the past 5 years by type of kindergartens and district.

	Local non-profit-making kindergartens joining the Pre-primary Education Voucher Scheme (excluding former aided child care centres)					Local non-profit-making kindergartens not joining the Pre-primary Education Voucher Scheme					Former aided child care centres				
	Number of schools	School places	Number of students			Number of schools	School places	Number of students			Number of schools	School places	Number of students		
			K1	K2	K3			K1	K2	K3			K1	K2	K3
Central and Western															
Eastern															
Islands															
Southern															
Wan Chai															
Kwai Tsing															
Tsuen Wan															
Tuen Mun															
Yuen Long															
North															
Sha Tin															
Tai Po															
Kowloon City															
Kwun Tong															
Sai Kung															
Sham Shui Po															
Wong Tai Sin															
Yau Tsim Mong															
Total															

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 5024)

Reply:

The numbers of kindergartens (KGs), school places and students at each class level for K1, K2 and K3 from the 2012/13 to 2016/17 school years by type of KGs and by district are tabulated at Appendix.

Number of kindergartens (KGs), their school places and students at each class level
by type of KGs and by district
from the 2012/13 to 2016/17 school years

2012/13 school year

District	Local NPM KGs joining PEVS (excluding FACs)					Local NPM KGs not joining PEVS					FACs				
	No. of KGs	No. of places	No. of students			No. of KGs	No. of places	No. of students			No. of KGs	No. of places	No. of students		
			K1	K2	K3			K1	K2	K3			K1	K2	K3
Central & Western	14	4 108	1 151	1 201	1 171	1	19	0	11	3	9	891	265	255	246
Wan Chai	9	3 301	934	958	924	5	2 080	604	628	671	6	519	167	149	170
Eastern	42	9 763	2 612	2 659	2 457	3	1 221	247	272	224	17	1 443	378	424	437
Southern	10	2 269	655	631	630	0	0	0	0	0	8	698	230	196	221
Yau Tsim Mong	15	3 794	953	1 013	1 032	0	0	0	0	0	14	1 398	444	460	475
Sham Shui Po	26	8 127	2 047	2 032	2 092	2	540	133	136	140	13	1 278	381	412	407
Kowloon City	29	9 860	2 837	2 859	2 825	6	2 685	671	835	703	15	1 519	467	438	457
Wong Tai Sin	27	5 988	1 463	1 529	1 589	2	890	261	290	328	17	1 452	451	454	459
Kwun Tong	43	11 749	2 961	3 104	3 140	0	0	0	0	0	24	2 270	692	685	773
Sai Kung	29	6 304	1 649	1 718	1 736	1	40	17	17	0	13	975	288	330	265
Sha Tin	36	9 572	2 509	2 661	2 617	0	0	0	0	0	20	1 843	526	590	584
Tai Po	17	4 082	1 143	1 298	1 228	0	0	0	0	0	9	850	261	279	275
North	31	9 733	3 044	3 221	3 051	0	0	0	0	0	10	967	321	318	315
Yuen Long	47	13 381	3 909	4 095	4 031	2	779	190	152	190	18	1 755	565	586	572
Tuen Mun	38	10 372	3 047	3 088	3 016	0	0	0	0	0	19	1 548	483	511	481
Tsuen Wan	20	5 125	1 461	1 446	1 397	0	0	0	0	0	10	1 101	349	375	357
Kwai Tsing	39	9 344	2 319	2 424	2 531	0	0	0	0	0	19	1 669	498	535	516
Islands	17	3 012	684	727	743	0	0	0	0	0	5	430	136	119	92
Total	489	129 884	35 378	36 664	36 210	22	8 254	2 123	2 341	2 259	246	22 606	6 902	7 116	7 102

2013/14 school year

District	Local NPM KGs joining PEVS (excluding FACs)					Local NPM KGs not joining PEVS					FACs				
	No. of KGs	No. of places	No. of students			No. of KGs	No. of places	No. of students			No. of KGs	No. of places	No. of students		
			K1	K2	K3			K1	K2	K3			K1	K2	K3
Central & Western	14	4 169	1 183	1 163	1 193	1	36	0	13	17	9	824	256	264	265
Wan Chai	8	2 892	826	784	800	6	2 533	798	760	762	6	526	160	182	163
Eastern	40	9 260	2 482	2 490	2 443	4	1 709	349	428	386	17	1 376	366	401	463
Southern	9	2 085	582	590	567	1	130	24	49	49	8	714	216	225	205
Yau Tsim Mong	14	3 437	944	911	961	1	342	81	109	95	14	1 393	447	460	464
Sham Shui Po	26	8 189	2 182	2 103	2 074	2	564	146	135	137	13	1 334	457	421	430
Kowloon City	25	7 561	2 217	2 100	2 147	11	4 998	1 170	1 629	1 504	15	1 502	466	494	464
Wong Tai Sin	27	6 027	1 538	1 574	1 670	2	890	294	279	294	17	1 454	454	479	462
Kwun Tong	44	11 245	2 728	2 894	3 094	1	408	104	142	131	24	2 282	752	734	724
Sai Kung	28	6 169	1 692	1 654	1 741	1	40	18	19	0	13	1 010	322	287	345
Sha Tin	36	9 956	2 656	2 662	2 750	0	0	0	0	0	20	1 842	599	549	599
Tai Po	16	4 233	1 358	1 194	1 310	1	109	33	33	35	9	839	275	263	287
North	30	9 797	3 239	3 112	3 151	1	408	80	142	131	10	983	302	338	331
Yuen Long	48	14 018	4 354	4 226	4 370	1	674	187	150	124	18	1 790	559	618	585
Tuen Mun	39	10 738	3 268	3 240	3 159	0	0	0	0	0	19	1 546	474	523	517
Tsuen Wan	18	4 576	1 328	1 280	1 286	2	534	112	195	176	10	1 078	313	362	379
Kwai Tsing	39	9 333	2 423	2 415	2 455	0	0	0	0	0	19	1 687	515	528	536
Islands	17	2 898	751	708	718	0	0	0	0	0	5	444	115	127	126
Total	478	126 583	35 751	35 100	35 889	35	13 375	3 396	4 083	3 841	246	22 624	7 048	7 255	7 345

2014/15 school year

District	Local NPM KGs joining PEVS (excluding FACs)					Local NPM KGs not joining PEVS					FACs				
	No. of KGs	No. of places	No. of students			No. of KGs	No. of places	No. of students			No. of KGs	No. of places	No. of students		
			K1	K2	K3			K1	K2	K3			K1	K2	K3
Central & Western	14	4 269	1 253	1 185	1 163	2	36	0	10	15	9	809	248	263	268
Wan Chai	7	1 691	485	453	439	7	3 861	1 210	1 154	1 104	6	523	166	161	173
Eastern	40	9 097	2 645	2 524	2 333	4	1 720	362	392	405	17	1 364	440	391	419
Southern	9	2 143	618	564	586	1	120	22	25	50	8	700	226	215	220
Yau Tsim Mong	14	3 465	1 034	974	939	1	342	105	83	105	14	1 411	450	454	477
Sham Shui Po	26	8 507	2 441	2 241	2 180	2	623	178	143	135	13	1 375	447	468	438
Kowloon City	25	7 805	2 330	2 231	2 118	11	4 889	1 377	1 348	1 554	15	1 473	472	480	484
Wong Tai Sin	28	6 100	1 682	1 614	1 647	2	890	279	284	278	17	1 529	503	486	495
Kwun Tong	44	11 393	3 173	2 850	3 023	1	408	138	93	141	24	2 282	756	758	734
Sai Kung	28	6 144	1 839	1 746	1 652	1	40	19	16	0	13	1 055	344	338	297
Sha Tin	36	10 261	3 006	2 725	2 755	0	0	0	0	0	20	1 852	580	626	561
Tai Po	16	4 318	1 430	1 405	1 227	1	109	37	36	32	9	839	277	283	266
North	30	10 506	3 732	3 293	3 177	1	408	96	112	132	10	968	286	336	344
Yuen Long	48	14 611	4 739	4 581	4 375	0	0	0	0	0	18	1 796	586	587	615
Tuen Mun	38	11 274	3 690	3 458	3 275	0	0	0	0	0	19	1 583	516	497	540
Tsuen Wan	20	4 914	1 514	1 346	1 283	2	515	142	99	194	10	1 068	358	331	371
Kwai Tsing	38	9 331	2 628	2 502	2 500	0	0	0	0	0	19	1 702	558	530	541
Islands	17	2 798	752	770	689	0	0	0	0	0	5	417	114	111	130
Total	478	128 627	38 991	36 462	35 361	36	13 961	3 965	3 795	4 145	246	22 746	7 327	7 315	7 373

2015/16 school year

District	Local NPM KGs joining PEVS (excluding FACs)					Local NPM KGs not joining PEVS					FACs				
	No. of KGs	No. of places	No. of students			No. of KGs	No. of places	No. of students			No. of KGs	No. of places	No. of students		
			K1	K2	K3			K1	K2	K3			K1	K2	K3
Central & Western	16	4 559	1 396	1 277	1 210	0	0	0	0	0	9	818	271	254	263
Wan Chai	7	1 719	462	485	462	7	3 926	1 205	1 168	1 122	6	535	174	169	165
Eastern	42	9 540	2 816	2 642	2 488	1	774	172	178	174	17	1 466	449	443	402
Southern	10	2 302	664	644	590	0	0	0	0	0	8	718	243	216	214
Yau Tsim Mong	15	3 904	1 122	1 151	1 063	0	0	0	0	0	14	1 420	473	467	459
Sham Shui Po	26	8 608	2 462	2 488	2 231	4	791	259	178	144	13	1 397	448	474	454
Kowloon City	27	8 644	2 610	2 471	2 351	10	4 637	1 333	1 447	1 183	15	1 513	509	488	472
Wong Tai Sin	27	6 074	1 808	1 734	1 643	2	890	269	282	273	17	1 582	540	523	488
Kwun Tong	42	11 167	3 206	3 002	2 688	3	1 005	246	348	292	24	2 388	741	790	769
Sai Kung	28	6 402	2 024	1 859	1 739	0	0	0	0	0	13	1 098	383	353	327
Sha Tin	35	10 581	3 419	3 002	2 757	1	179	62	67	38	20	1 959	572	638	656
Tai Po	16	4 617	1 524	1 436	1 413	1	108	36	37	31	9	875	286	294	287
North	29	10 402	3 274	3 601	3 224	2	782	257	271	251	10	963	289	328	338
Yuen Long	51	15 376	4 892	4 830	4 625	0	0	0	0	0	18	1 811	590	615	593
Tuen Mun	39	11 412	3 640	3 675	3 395	1	208	50	78	54	19	1 605	527	541	498
Tsuen Wan	21	5 229	1 668	1 543	1 344	2	347	104	108	103	10	1 086	371	372	327
Kwai Tsing	38	9 525	2 885	2 708	2 571	0	0	0	0	0	19	1 765	599	561	539
Islands	17	2 799	793	758	756	0	0	0	0	0	5	436	124	122	118
Total	486	132 860	40 665	39 306	36 550	34	13 647	3 993	4 162	3 665	246	23 435	7 589	7 648	7 369

2016/17 school year

District	Local NPM KGs joining PEVS (excluding FACs)					Local NPM KGs not joining PEVS					FACs				
	No. of KGs	No. of places	No. of students			No. of KGs	No. of places	No. of students			No. of KGs	No. of places	No. of students		
			K1	K2	K3			K1	K2	K3			K1	K2	K3
Central & Western	16	4 739	1 284	1 388	1 281	0	0	0	0	0	9	828	249	272	264
Wan Chai	8	2 420	685	685	682	6	3 146	885	976	933	6	557	158	178	175
Eastern	42	9 678	2 571	2 758	2 551	1	774	150	177	179	17	1 495	371	471	456
Southern	10	2 357	564	666	639	0	0	0	0	0	8	746	230	238	229
Yau Tsim Mong	14	4 145	1 039	1 187	1 166	0	0	0	0	0	14	1 412	437	479	469
Sham Shui Po	29	8 924	2 384	2 550	2 507	2	658	156	167	154	13	1 449	470	480	469
Kowloon City	27	8 696	2 332	2 631	2 477	10	4 659	1 224	1 428	1 340	15	1 520	454	533	492
Wong Tai Sin	28	6 357	1 626	1 917	1 868	1	540	180	180	177	17	1 597	477	558	532
Kwun Tong	45	11 404	2 808	3 322	3 241	1	408	116	130	145	24	2 311	716	774	795
Sai Kung	28	6 506	1 882	2 055	1 835	0	0	0	0	0	13	1 121	346	392	347
Sha Tin	35	10 747	2 935	3 434	3 074	1	177	33	61	68	20	1 958	599	630	652
Tai Po	16	4 683	1 412	1 533	1 433	1	109	36	36	37	9	871	260	309	296
North	31	10 438	2 604	3 539	3 781	2	740	74	243	268	10	957	258	343	340
Yuen Long	51	15 386	4 205	4 936	4 945	0	0	0	0	0	18	1 826	550	637	625
Tuen Mun	41	11 472	3 057	3 714	3 798	0	0	0	0	0	19	1 621	498	559	551
Tsuen Wan	22	5 722	1 663	1 780	1 644	1	180	15	10	19	10	1 095	323	391	373
Kwai Tsing	38	9 380	2 417	2 851	2 723	0	0	0	0	0	19	1 757	544	606	566
Islands	18	2 791	729	818	745	0	0	0	0	0	5	454	116	121	118
Total	499	135 845	36 197	41 764	40 390	26	11 391	2 869	3 408	3 320	246	23 575	7 056	7 971	7 749

NPM: non-profit-making

PEVS: Pre-primary Education Voucher Scheme

FAC: former aided child care centres

Note:

1. Figures refer to the position as at September of the respective school years.
2. Figures on accommodation do not include vacant classrooms.

- End -

CONTROLLING OFFICER'S REPLY**EDB393****(Question Serial No. 5527)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (2) Pre-primary EducationControlling Officer: Permanent Secretary for Education (Mrs Marion LAI)Director of Bureau: Secretary for EducationQuestion:

Please set out the numbers of kindergartens and the numbers of their school places and students at each class level respectively in 2006/07 (before the implementation of the Pre-primary Education Voucher Scheme) by type of kindergartens and district.

	Local non-profit-making kindergartens (excluding former aided child care centres)					Former aided child care centres				
	Number of schools	School places	Number of students			Number of schools	School places	Number of students		
			K1	K2	K3			K1	K2	K3
Central and Western										
Eastern										
Islands										
Southern										
Wan Chai										
Kwai Tsing										
Tsuen Wan										
Tuen Mun										
Yuen Long										
North										
Sha Tin										
Tai Po										
Kowloon City										
Kwun Tong										
Sai Kung										
Sham Shui Po										

Wong Tai Sin										
Yau Tsim Mong										
Total										

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 5025)

Reply:

The numbers of kindergartens (KGs), school places and students at each class level for K1, K2 and K3 in the 2006/07 school year by type of KGs and by district are tabulated at Appendix.

Number of kindergartens (KGs), their school places and students at each class level
by type of KGs and by district
in the 2006/07 school year

District	Local NPM KGs (excluding FACs)					FACs				
	No. of KGs	No. of places	No. of students			No. of KGs	No. of places	No. of students		
			K1	K2	K3			K1	K2	K3
Central & Western	13	3 344	811	854	853	9	855	246	215	236
Wan Chai	18	5 745	1 244	1 350	1 390	5	481	136	133	141
Eastern	35	8 027	1 507	1 750	1 913	17	1 467	396	375	378
Southern	9	2 380	506	542	600	8	757	188	201	206
Yau Tsim Mong	11	2 593	459	568	592	14	1 364	424	428	406
Sham Shui Po	24	8 193	1 647	1 922	2 037	13	1 325	325	342	377
Kowloon City	30	9 198	2 121	2 389	2 555	15	1 406	320	345	326
Wong Tai Sin	31	7 323	1 436	1 642	1 887	18	1 623	427	422	418
Kwun Tong	37	10 045	2 068	2 343	2 614	24	2 286	623	570	612
Sai Kung	31	6 935	1 447	1 723	1 859	13	1 069	279	297	301
Sha Tin	35	9 229	1 814	1 980	2 228	20	1 857	478	486	466
Tai Po	17	4 282	822	944	1 030	9	853	195	221	212
North	24	6 495	1 349	1 495	1 777	10	896	242	256	268
Yuen Long	43	11 773	2 456	3 071	3 359	19	1 876	528	522	502
Tuen Mun	34	9 535	1 817	2 112	2 193	20	1 704	373	394	421
Tsuen Wan	13	3 381	829	820	848	10	1 075	322	351	350
Kwai Tsing	35	9 218	1 990	2 261	2 461	19	1 799	428	496	461
Islands	15	3 467	657	747	767	4	407	78	95	113
Total	455	121 163	24 980	28 513	30 963	247	23 100	6 008	6 149	6 194

NPM: non-profit-making

PEVS: Pre-primary Education Voucher Scheme

FAC: former aided child care centres

Note:

- Figures refer to the position as at September 2006.
- Figures on places do not include vacant classrooms.

- End -

CONTROLLING OFFICER'S REPLY**EDB394****(Question Serial No. 5528)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

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

Director of Bureau: Secretary for Education

Question:

Please provide information on the school fees charged by kindergartens with half-day classes and whole-day classes (excluding classes for children aged 2 to 3) by type of kindergartens for the past 5 years.

	Local non-profit-making kindergartens joining the Pre-primary Education Voucher Scheme (excluding former aided child care centres)		Former aided child care centres		Local non-profit-making kindergartens not joining the Pre-primary Education Voucher Scheme		Local private independent kindergartens		Non-local kindergartens	
	Half-day classes	Whole-day classes	Half-day classes	Whole-day classes	Half-day classes	Whole-day classes	Half-day classes	Whole-day classes	Half-day classes	Whole-day classes
Median school fees										
Average school fees										
Highest school fees										
Lowest school fees										

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 5026)

Reply:

The median school fees, weighted average school fees, highest school fees and lowest school fees charged by kindergartens (KGs) with half-day (HD) classes and whole-day (WD) classes (excluding classes for children aged 2 to 3) by type of KGs from the 2012/13 to 2016/17 school years are tabulated in Appendix.

Median school fee, weighted average school fee, highest school fee and lowest school fee
for half-day (HD) and whole-day (WD) classes charged by kindergartens (KGs) by type of KGs
from the 2012/13 to 2016/17 school years

2012/13 school year

	Local non-profit-making (NPM) KGs joining the Pre-primary Education Voucher Scheme (PEVS) (excluding former aided child care centres (FACs))		FACs		Local NPM KGs not joining the PEVS		Local private independent (PI) KGs		Non-local KGs	
	HD	WD	HD	WD	HD	WD	HD	WD	HD	WD
Median school fee	\$20,300	\$32,000	\$19,900	\$33,000	\$33,000	\$77,000	\$40,900	\$56,500	\$54,900	\$95,000
Weighted average school fee	\$20,400	\$32,800	\$19,400	\$32,600	\$34,600	\$86,900	\$42,100	\$56,600	\$60,900	\$100,200
Highest school fee	\$25,200	\$50,400	\$25,200	\$41,500	\$57,300	\$139,700	\$98,500	\$99,600	\$113,100	\$139,700
Lowest school fee	\$10,800	\$16,400	\$13,700	\$21,600	\$20,100	\$67,200	\$14,100	\$23,300	\$24,000	\$47,800

2013/14 school year

	Local NPM KGs joining the PEVS (excluding FACs)		FACs		Local NPM KGs not joining the PEVS		Local PI KGs		Non-local KGs	
	HD	WD	HD	WD	HD	WD	HD	WD	HD	WD
Median school fee	\$21,500	\$33,500	\$20,400	\$35,300	\$32,900	\$71,500	\$45,400	\$57,600	\$58,800	\$91,000
Weighted average school fee	\$21,400	\$34,300	\$20,800	\$34,900	\$33,000	\$86,900	\$47,000	\$60,000	\$65,600	\$99,600
Highest school fee	\$26,300	\$52,500	\$26,300	\$46,000	\$61,100	\$145,300	\$98,500	\$108,000	\$120,900	\$145,300
Lowest school fee	\$10,800	\$16,400	\$14,400	\$21,600	\$20,100	\$44,400	\$14,100	\$23,300	\$24,900	\$47,800

2014/15 school year

	Local NPM KGs joining the PEVS (excluding FACs)		FACs		Local NPM KGs not joining the PEVS		Local PI KGs		Non-local KGs	
	HD	WD	HD	WD	HD	WD	HD	WD	HD	WD
Median school fee	\$23,600	\$36,600	\$21,900	\$38,600	\$33,700	\$75,900	\$49,100	\$64,800	\$64,000	\$97,900
Weighted average school fee	\$23,700	\$37,200	\$22,700	\$38,000	\$33,400	\$88,400	\$50,100	\$63,400	\$67,300	\$103,600
Highest school fee	\$30,000	\$60,000	\$28,900	\$52,900	\$65,100	\$154,100	\$99,000	\$111,600	\$130,100	\$154,100
Lowest school fee	\$11,800	\$19,400	\$16,600	\$22,700	\$21,800	\$51,100	\$14,100	\$23,300	\$24,900	\$47,800

2015/16 school year

	Local NPM KGs joining the PEVS (excluding FACs)		FACs		Local NPM KGs not joining the PEVS		Local PI KGs		Non-local KGs	
	HD	WD	HD	WD	HD	WD	HD	WD	HD	WD
Median school fee	\$26,000	\$39,600	\$24,900	\$42,100	\$35,300	\$80,300	\$50,100	\$69,600	\$68,000	\$101,700
Weighted average school fee	\$26,200	\$40,400	\$25,600	\$41,900	\$34,100	\$87,600	\$52,700	\$66,900	\$71,800	\$106,700
Highest school fee	\$33,800	\$67,500	\$30,200	\$59,500	\$53,000	\$166,500	\$98,500	\$111,600	\$148,800	\$166,500
Lowest school fee	\$12,000	\$21,100	\$17,900	\$26,400	\$22,900	\$55,100	\$21,600	\$31,200	\$27,600	\$47,800

2016/17 school year

	Local NPM KGs joining the PEVS (excluding FACs)		FACs		Local NPM KGs not joining the PEVS		Local PI KGs		Non-local KGs	
	HD	WD	HD	WD	HD	WD	HD	WD	HD	WD
Median school fee	\$27,600	\$42,300	\$27,900	\$46,200	\$35,700	\$82,000	\$54,100	\$74,400	\$70,200	\$109,800
Weighted average school fee	\$27,800	\$43,200	\$27,700	\$46,100	\$34,700	\$91,400	\$55,700	\$70,800	\$72,800	\$113,900
Highest school fee	\$34,900	\$69,700	\$32,200	\$64,900	\$56,000	\$177,400	\$98,500	\$125,000	\$148,800	\$177,400
Lowest school fee	\$12,000	\$21,700	\$19,800	\$30,600	\$20,600	\$57,900	\$21,600	\$32,000	\$27,600	\$47,800

End -

CONTROLLING OFFICER'S REPLY**EDB395****(Question Serial No. 5529)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (2) Pre-primary EducationControlling Officer: Permanent Secretary for Education (Mrs Marion LAI)Director of Bureau: Secretary for EducationQuestion:

Please set out the information of the school fees charged by half-day classes and whole-day classes of kindergartens respectively (excluding classes for 2 to 3-year-olds) over the past 5 years by type of kindergartens and district.

	Local non-profit-making kindergartens joining the Pre-primary Education Voucher Scheme (excluding former aided child care centres)				Former aided child care centres				Local non-profit-making kindergartens not joining the Pre-primary Education Voucher Scheme			
	Half-day classes		Whole-day classes		Half-day classes		Whole-day classes		Half-day classes		Whole-day classes	
	Median fees	Average fees	Median fees	Average fees	Median fees	Average fees	Median fees	Average fees	Median fees	Average fees	Median fees	Average fees
Central and Western												
Eastern Islands												
Southern												
Wan Chai												
Kwai Tsing												
Tsuen Wan												
Tuen Mun												
Yuen Long												
North												
Sha Tin												
Tai Po												
Kowloon City												
Kwun Tong												
Sai Kung												
Sham Shui Po												
Wong Tai Sin												
Yau Tsim Mong												
Total												

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 5027)

Reply:

The median school fees and weighted average school fees charged by half-day (HD) classes and whole-day (WD) classes of kindergartens (KGs) (excluding classes for children aged 2 to 3) by type of KGs and District Council district from the 2012/13 to 2016/17 school years are tabulated in Appendix.

Median school fee and weighted average school fee
charged by half-day (HD) and whole-day (WD) classes of kindergartens (KGs)
by type of KGs and District Council district
from the 2012/13 to 2016/17 school years

2012/13 school year

	Local non-profit-making (NPM) KGs joining the Pre-primary Education Voucher Scheme (PEVS) (excluding former aided child care centres (FACs))				Former aided child care centres (FACs)				Local NPM KGs not joining the PEVS			
	HD classes		WD classes		HD classes		WD classes		HD classes		WD classes	
	Median school fees	Weighted average school fees	Median school fees	Weighted average school fees	Median school fees	Weighted average school fees	Median school fees	Weighted average school fees	Median school fees	Weighted average school fees	Median school fees	Weighted average school fees
Central & Western	\$25,200	\$22,800	\$38,500	\$39,000	N/A	N/A	\$34,600	\$34,300	N/A	N/A	\$125,000	\$125,000
Wan Chai	\$21,300	\$21,300	\$35,400	\$35,700	N/A	N/A	\$36,000	\$35,500	\$25,000	\$25,500	\$67,200	\$67,200
Eastern	\$24,000	\$22,100	\$35,700	\$35,300	\$17,600	\$18,400	\$33,400	\$33,300	\$52,600	\$50,300	\$77,000	\$77,000
Southern	\$19,700	\$20,200	\$32,500	\$33,000	\$18,600	\$18,600	\$33,500	\$33,000	N/A	N/A	N/A	N/A
Sham Shui Po	\$20,800	\$20,600	\$33,800	\$35,100	\$20,600	\$20,600	\$33,800	\$33,400	\$20,100	\$20,100	N/A	N/A
Yau Tsim Mong	\$22,000	\$22,300	\$33,000	\$34,100	N/A	N/A	\$36,100	\$34,500	N/A	N/A	N/A	N/A
Kowloon City	\$23,200	\$22,600	\$40,000	\$38,300	\$21,400	\$20,900	\$33,500	\$33,900	\$30,000	\$33,800	\$139,700	\$120,700
Wong Tai Sin	\$18,000	\$17,500	\$30,600	\$30,700	\$16,300	\$17,300	\$31,200	\$30,200	\$33,000	\$32,500	N/A	N/A
Kwun Tong	\$19,600	\$19,700	\$31,300	\$31,300	N/A	N/A	\$32,800	\$31,700	N/A	N/A	N/A	N/A
Tsuen Wan	\$23,000	\$21,900	\$33,300	\$35,500	\$16,400	\$16,400	\$33,700	\$32,500	N/A	N/A	N/A	N/A
Tuen Mun	\$20,600	\$19,800	\$31,100	\$31,400	\$20,600	\$19,700	\$33,100	\$32,500	N/A	N/A	N/A	N/A
Yuen Long	\$18,400	\$18,500	\$31,000	\$31,300	\$17,300	\$17,300	\$31,800	\$31,700	\$36,400	\$36,400	N/A	N/A
North	\$19,000	\$19,400	\$30,600	\$31,200	\$21,700	\$21,700	\$33,400	\$33,500	N/A	N/A	N/A	N/A
Tai Po	\$19,200	\$20,200	\$31,900	\$32,900	\$19,900	\$19,900	\$33,400	\$32,600	N/A	N/A	N/A	N/A
Sha Tin	\$20,400	\$21,000	\$30,600	\$31,700	\$24,600	\$22,300	\$31,200	\$31,400	N/A	N/A	N/A	N/A
Sai Kung	\$20,700	\$19,500	\$31,300	\$31,000	\$23,200	\$23,200	\$34,400	\$33,900	\$33,000	\$33,000	N/A	N/A
Islands	\$18,400	\$18,900	\$29,900	\$29,000	\$22,800	\$22,100	\$33,800	\$33,600	N/A	N/A	N/A	N/A
Kwai Tsing	\$21,500	\$21,200	\$33,300	\$34,600	\$16,100	\$15,500	\$31,200	\$31,500	N/A	N/A	N/A	N/A
Total	\$20,300	\$20,400	\$32,000	\$32,800	\$19,900	\$19,400	\$33,000	\$32,600	\$33,000	\$34,600	\$77,000	\$86,900

2013/14 school year

	Local NPM KGs joining the PEVS (excluding FACs)				FACs				Local NPM KGs not joining the PEVS			
	HD classes		WD classes		HD classes		WD classes		HD classes		WD classes	
	Median school fees	Weighted average school fees	Median school fees	Weighted average school fees	Median school fees	Weighted average school fees	Median school fees	Weighted average school fees	Median school fees	Weighted average school fees	Median school fees	Weighted average school fees
Central & Western	\$25,900	\$24,300	\$41,800	\$41,200	N/A	N/A	\$36,800	\$37,300	N/A	N/A	\$125,000	\$125,000
Wan Chai	\$19,700	\$21,600	\$36,100	\$38,100	N/A	N/A	\$37,100	\$38,900	\$27,100	\$28,100	\$71,500	\$71,500
Eastern	\$24,100	\$22,900	\$36,900	\$37,200	\$19,100	\$19,800	\$35,400	\$35,900	\$39,700	\$47,500	\$82,000	\$82,000
Southern	\$20,000	\$21,300	\$32,500	\$33,800	\$20,400	\$20,400	\$36,500	\$35,700	\$27,500	\$27,500	N/A	N/A
Sham Shui Po	\$22,600	\$21,900	\$35,600	\$36,600	\$22,000	\$22,000	\$36,000	\$35,900	\$20,100	\$20,700	N/A	N/A
Yau Tsim Mong	\$22,300	\$22,600	\$34,700	\$35,200	N/A	N/A	\$37,700	\$36,700	\$27,500	\$27,500	N/A	N/A
Kowloon City	\$24,000	\$23,500	\$40,000	\$38,600	\$23,200	\$22,600	\$34,900	\$36,000	\$32,900	\$32,300	\$145,300	\$109,900
Wong Tai Sin	\$18,700	\$18,200	\$31,900	\$32,400	\$17,600	\$17,600	\$32,700	\$32,900	\$34,000	\$33,500	N/A	N/A
Kwun Tong	\$20,800	\$20,400	\$32,500	\$32,700	N/A	N/A	\$34,600	\$33,400	\$29,500	\$29,500	N/A	N/A
Tsuen Wan	\$23,500	\$22,700	\$37,200	\$37,400	\$16,400	\$16,400	\$37,300	\$34,600	\$26,500	\$25,600	N/A	N/A
Tuen Mun	\$22,200	\$21,100	\$32,700	\$33,000	\$21,200	\$20,800	\$35,500	\$34,600	N/A	N/A	N/A	N/A
Yuen Long	\$20,100	\$20,100	\$32,400	\$33,100	\$17,300	\$17,300	\$33,900	\$33,600	\$36,400	\$36,400	N/A	N/A
North	\$20,100	\$20,200	\$31,900	\$33,100	N/A	N/A	\$36,700	\$35,500	\$21,000	\$21,000	N/A	N/A
Tai Po	\$20,700	\$21,200	\$33,000	\$33,000	\$22,000	\$21,400	\$36,000	\$34,900	N/A	N/A	\$44,400	\$44,400
Sha Tin	\$21,500	\$21,900	\$32,700	\$33,100	\$26,300	\$26,300	\$32,600	\$33,600	N/A	N/A	N/A	N/A
Sai Kung	\$21,600	\$20,800	\$32,800	\$32,800	\$25,500	\$25,500	\$36,500	\$35,800	\$39,500	\$34,600	N/A	N/A
Islands	\$20,000	\$20,000	\$32,400	\$30,400	\$24,600	\$23,900	\$36,200	\$36,100	N/A	N/A	N/A	N/A
Kwai Tsing	\$22,900	\$22,800	\$34,500	\$35,600	\$16,900	\$16,800	\$32,800	\$33,700	N/A	N/A	N/A	N/A
Total	\$21,500	\$21,400	\$33,500	\$34,300	\$20,400	\$20,800	\$35,300	\$34,900	\$32,900	\$33,000	\$71,500	\$86, 900

2014/15 school year

	Local NPM KGs joining the PEVS (excluding FACs)				FACs				Local NPM KGs not joining the PEVS			
	HD classes		WD classes		HD classes		WD classes		HD classes		WD classes	
	Median school fees	Weighted average school fees	Median school fees	Weighted average school fees	Median school fees	Weighted average school fees	Median school fees	Weighted average school fees	Median school fees	Weighted average school fees	Median school fees	Weighted average school fees
Central & Western	\$26,700	\$26,600	\$44,700	\$43,900	N/A	N/A	\$39,800	\$41,000	N/A	N/A	\$125,000	\$125,000
Wan Chai	\$26,800	\$25,400	\$38,600	\$41,300	N/A	N/A	\$40,000	\$43,100	\$28,200	\$29,600	\$75,900	\$75,900
Eastern	\$26,600	\$24,900	\$39,000	\$39,500	\$21,900	\$22,100	\$38,900	\$38,600	\$39,700	\$47,600	\$97,400	\$97,400
Southern	\$22,500	\$23,600	\$35,000	\$36,600	\$22,200	\$22,200	\$39,000	\$38,200	\$32,000	\$32,000	N/A	N/A
Sham Shui Po	\$24,000	\$24,200	\$38,400	\$39,000	\$22,000	\$22,000	\$39,600	\$39,600	\$21,800	\$23,700	N/A	N/A
Yau Tsim Mong	\$23,600	\$24,500	\$40,700	\$41,000	N/A	N/A	\$41,600	\$39,800	\$31,500	\$31,500	N/A	N/A
Kowloon City	\$26,300	\$26,100	\$43,200	\$42,200	\$22,600	\$23,500	\$37,000	\$38,600	\$33,700	\$34,100	\$86,400	\$106,400
Wong Tai Sin	\$21,300	\$21,100	\$35,300	\$35,600	\$19,300	\$19,300	\$36,000	\$36,700	\$34,000	\$34,000	N/A	N/A
Kwun Tong	\$23,200	\$22,400	\$34,900	\$35,600	N/A	N/A	\$37,100	\$36,700	\$30,300	\$30,300	N/A	N/A
Tsuen Wan	\$26,300	\$25,500	\$38,800	\$39,300	\$19,800	\$19,800	\$39,100	\$38,100	\$28,000	\$29,400	N/A	N/A
Tuen Mun	\$23,700	\$23,100	\$35,000	\$35,700	\$23,800	\$23,100	\$38,500	\$37,300	N/A	N/A	N/A	N/A
Yuen Long	\$22,200	\$22,600	\$35,400	\$36,700	\$20,000	\$20,000	\$37,500	\$36,500	N/A	N/A	N/A	N/A
North	\$20,900	\$21,700	\$35,100	\$36,300	N/A	N/A	\$39,100	\$38,600	\$26,000	\$26,000	N/A	N/A
Tai Po	\$21,700	\$23,500	\$34,000	\$35,800	\$22,800	\$23,100	\$39,700	\$38,700	N/A	N/A	\$51,100	\$51,100
Sha Tin	\$23,700	\$24,200	\$34,400	\$35,600	\$28,900	\$28,900	\$35,200	\$36,400	N/A	N/A	N/A	N/A
Sai Kung	\$24,200	\$23,900	\$36,600	\$36,300	\$27,000	\$26,900	\$39,700	\$39,000	\$33,000	\$38,300	N/A	N/A
Islands	\$21,300	\$22,200	\$35,000	\$33,700	\$26,600	\$26,300	\$38,600	\$38,400	N/A	N/A	N/A	N/A
Kwai Tsing	\$25,000	\$25,400	\$39,000	\$38,900	\$19,900	\$19,800	\$36,700	\$36,900	N/A	N/A	N/A	N/A
Total	\$23,600	\$23,700	\$36,600	\$37,200	\$21,900	\$22,700	\$38,600	\$38,000	\$33,700	\$33,400	\$75,900	\$88,400

2015/16 school year

	Local NPM KGs joining the PEVS (excluding FACs)				FACs				Local NPM KGs not joining the PEVS			
	HD classes		WD classes		HD classes		WD classes		HD classes		WD classes	
	Median school fees	Weighted average school fees	Median school fees	Weighted average school fees	Median school fees	Weighted average school fees	Median school fees	Weighted average school fees	Median school fees	Weighted average school fees	Median school fees	Weighted average school fees
Central & Western	\$30,700	\$29,700	\$48,200	\$47,200	N/A	N/A	\$43,000	\$45,100	N/A	N/A	N/A	N/A
Wan Chai	\$29,300	\$27,800	\$41,000	\$45,300	N/A	N/A	\$47,600	\$49,400	\$32,400	\$32,100	\$80,300	\$80,300
Eastern	\$29,000	\$28,900	\$42,400	\$43,200	\$24,900	\$26,000	\$42,100	\$41,900	\$39,700	\$39,700	N/A	N/A
Southern	\$24,700	\$26,500	\$37,500	\$39,200	\$24,600	\$24,600	\$41,600	\$41,200	N/A	N/A	N/A	N/A
Sham Shui Po	\$26,000	\$26,800	\$45,300	\$43,000	N/A	N/A	\$44,800	\$44,200	\$23,700	\$29,700	N/A	N/A
Yau Tsim Mong	\$27,100	\$27,900	\$44,000	\$43,100	N/A	N/A	\$43,000	\$43,700	N/A	N/A	N/A	N/A
Kowloon City	\$29,200	\$28,900	\$44,500	\$45,400	\$26,900	\$25,700	\$41,900	\$42,300	\$35,300	\$35,900	\$90,600	\$107,100
Wong Tai Sin	\$22,800	\$23,500	\$37,400	\$38,400	\$22,200	\$22,200	\$41,200	\$41,300	\$34,000	\$35,400	N/A	N/A
Kwun Tong	\$24,900	\$24,900	\$38,200	\$38,800	N/A	N/A	\$41,900	\$40,600	\$35,500	\$32,900	N/A	N/A
Tsuen Wan	\$28,800	\$28,400	\$44,600	\$42,000	\$23,500	\$23,500	\$44,000	\$42,400	\$24,000	\$24,000	N/A	N/A
Tuen Mun	\$25,500	\$25,000	\$36,900	\$38,800	\$26,800	\$26,000	\$41,500	\$41,100	\$25,200	\$25,200	N/A	N/A
Yuen Long	\$25,200	\$25,000	\$38,600	\$39,800	\$22,500	\$22,500	\$40,900	\$40,100	N/A	N/A	N/A	N/A
North	\$24,300	\$23,900	\$37,600	\$39,000	N/A	N/A	\$42,100	\$42,200	N/A	N/A	N/A	N/A
Tai Po	\$23,700	\$25,800	\$36,200	\$39,100	N/A	N/A	\$43,500	\$43,100	N/A	N/A	\$55,100	\$55,100
Sha Tin	\$25,700	\$26,000	\$36,700	\$38,600	\$30,200	\$30,200	\$39,600	\$39,800	N/A	N/A	N/A	N/A
Sai Kung	\$26,900	\$26,400	\$39,000	\$39,900	\$29,400	\$29,200	\$42,500	\$43,100	N/A	N/A	N/A	N/A
Islands	\$24,300	\$24,800	\$37,800	\$37,500	\$29,000	\$28,500	\$41,500	\$41,000	N/A	N/A	N/A	N/A
Kwai Tsing	\$27,100	\$27,700	\$42,400	\$41,400	\$22,500	\$22,200	\$41,800	\$40,900	N/A	N/A	N/A	N/A
Total	\$26,000	\$26,200	\$39,600	\$40,400	\$24,900	\$25,600	\$42,100	\$41,900	\$35,300	\$34,100	\$80,300	\$87,600

2016/17 school year

	Local NPM KGs joining the PEVS (excluding FACs)				FACs				Local NPM KGs not joining the PEVS			
	HD classes		WD classes		HD classes		WD classes		HD classes		WD classes	
	Median school fees	Weighted average school fees	Median school fees	Weighted average school fees	Median school fees	Weighted average school fees	Median school fees	Weighted average school fees	Median school fees	Weighted average school fees	Median school fees	Weighted average school fees
Central & Western	\$32,700	\$31,300	\$52,700	\$50,800	N/A	N/A	\$47,100	\$49,300	N/A	N/A	N/A	N/A
Wan Chai	\$33,600	\$31,700	\$41,700	\$47,900	N/A	N/A	\$50,400	\$53,100	\$34,200	\$32,300	\$82,000	\$82,000
Eastern	\$31,400	\$30,700	\$46,500	\$45,600	\$26,700	\$27,600	\$45,200	\$45,700	\$39,700	\$39,700	N/A	N/A
Southern	\$26,000	\$28,400	\$39,900	\$42,100	\$27,000	\$27,000	\$45,800	\$45,600	N/A	N/A	N/A	N/A
Sham Shui Po	\$28,000	\$28,900	\$46,900	\$45,500	N/A	N/A	\$49,100	\$48,900	\$26,100	\$28,500	N/A	N/A
Yau Tsim Mong	\$27,900	\$28,500	\$44,000	\$44,000	N/A	N/A	\$48,200	\$47,400	N/A	N/A	N/A	N/A
Kowloon City	\$30,800	\$30,100	\$45,900	\$47,500	\$29,800	\$28,600	\$45,800	\$46,100	\$37,100	\$36,900	\$97,000	\$114,400
Wong Tai Sin	\$25,500	\$26,900	\$41,800	\$41,600	\$26,600	\$26,600	\$46,100	\$46,300	\$34,000	\$34,000	N/A	N/A
Kwun Tong	\$26,300	\$26,400	\$41,200	\$42,000	N/A	N/A	\$45,800	\$44,900	\$35,500	\$35,500	N/A	N/A
Tsuen Wan	\$30,200	\$28,800	\$45,100	\$43,600	\$25,900	\$25,900	\$48,800	\$47,400	\$33,000	\$33,000	N/A	N/A
Tuen Mun	\$26,100	\$26,600	\$41,800	\$42,500	\$29,400	\$28,900	\$46,600	\$45,700	N/A	N/A	N/A	N/A
Yuen Long	\$27,100	\$26,600	\$41,200	\$42,000	\$24,600	\$24,600	\$45,000	\$44,300	N/A	N/A	N/A	N/A
North	\$25,400	\$25,600	\$38,600	\$40,800	N/A	N/A	\$46,200	\$46,200	\$20,600	\$20,600	N/A	N/A
Tai Po	\$25,300	\$26,800	\$38,600	\$41,400	\$25,100	\$25,100	\$48,600	\$47,400	N/A	N/A	\$57,900	\$57,900
Sha Tin	\$26,300	\$27,000	\$40,000	\$41,200	\$31,700	\$31,700	\$43,400	\$43,900	\$23,700	\$23,700	N/A	N/A
Sai Kung	\$28,400	\$28,000	\$43,300	\$42,800	\$31,800	\$31,700	\$46,700	\$46,700	N/A	N/A	N/A	N/A
Islands	\$25,700	\$26,300	\$42,000	\$42,000	\$30,700	\$30,200	\$44,200	\$44,100	N/A	N/A	N/A	N/A
Kwai Tsing	\$29,200	\$28,900	\$43,400	\$43,700	\$23,200	\$23,400	\$44,600	\$44,500	N/A	N/A	N/A	N/A
Total	\$27,600	\$27,800	\$42,300	\$43,200	\$27,900	\$27,700	\$46,200	\$46,100	\$35,700	\$34,700	\$82,000	\$91,400

- End -

CONTROLLING OFFICER'S REPLY**EDB396****(Question Serial No. 5531)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

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

Director of Bureau: Secretary for Education

Question:

People have reflected that at present, kindergarten students with special educational needs will only be provided with support service after undertaking assessment. While the Pilot Scheme on On-site Pre-school Rehabilitation Services allows operators to allocate up to 10% of their service quotas to cases pending assessment, people consider this far from sufficient. The Education Bureau's policy on integrated education follows the "treat and test" approach and immediate support is provided for every student with special educational needs while assessment is being arranged. Would the Administration advise of the following:

With the implementation of the free kindergarten education scheme next year, most kindergartens will be directly subsidised by government funds and turned into public sector schools. Will the Administration extend the policy on integrated education to kindergartens, including such measures as "treat and test", provision of educational psychologists and social workers, and creation of "SEN coordinator"? If yes, what are the arrangements? If no, what are the reasons.

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 5040)

Reply:

On the support for kindergarten (KG) students with special needs or at risk of developmental delay, the Government has been providing different services through collaborative efforts of various Government bureaux and departments. The Food and Health Bureau (FHB) and Labour and Welfare Bureau (LWB) are responsible for assessment and rehabilitation services respectively for the students in need of such services. On the part of the Education Bureau (EDB), under the free quality KG education policy, the enhancement of teacher to pupil ratio from 1:15 (including the principal) to 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 LWB's pilot scheme on On-site Pre-school Rehabilitation Services, which will be regularised after its conclusion.

In tandem, EDB will continue to work jointly with FHB to strengthen the existing training for KG teachers to facilitate early identification of KG students with developmental problems. Besides, starting from the 2016/17 school year, the Education University of Hong Kong has also offered a new University Grants Committee-funded course, namely the Bachelor of Education (Honours) (Early Childhood Education) in Leadership and Special Needs Programme.

EDB will also devise a teacher professional development framework to enhance the understanding of KG teachers of their students' developmental needs and to empower them to identify and cater for learner

diversity, including those at risk of developmental problems. Under the framework, more structured in-service training programmes will be offered for KG teachers. Moreover, EDB will continue to help promote the use of the resource kit 'Pre-primary Children Development and Behavior Management – Teacher Resource Kit' produced by the Department of Health in collaboration with EDB and the Social Welfare Department, which provides strategies and techniques for interpreting and managing individual children's learning, behavioral, emotional and social skills problems, and helps teachers identify needy children, communicate with parents effectively and refer children for assessment promptly. 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 by KG teachers and parents to cater for the students at risk of developmental delay and deliver relevant professional training for KG teachers.

The above measures could effectively help KGs cater for the needs of students with special needs or at risk of developmental delay. The creation of the post of teacher coordinator for special educational needs in KGs is considered not necessary.

- End -

CONTROLLING OFFICER'S REPLY

EDB397

(Question Serial No. 5532)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not specified
Programme: (6) Other Educational Services and Subsidies
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

Which are the primary and secondary schools that admitted underage children of refugees, asylum seekers and torture claimants in the 2015/16 and 2016/17 school years? In which districts are these schools distributed? What is the number of these students and what grades are they studying?

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 5041)

Reply:

Children who have no legal right to remain in Hong Kong will not be allowed to attend schools in Hong Kong and will be repatriated. For underage children of refugees, asylum seekers and torture claimants liable to removal but holding a form of recognizance issued by the Director of Immigration, consideration may be given on a case-by-case basis to allow them to receive education temporarily. The Education Bureau (EDB) will provide placement assistance as appropriate having regard to their district of residence and learning level. Children concerned may also apply directly to schools for admission. Schools should refer the applications to their respective Regional Education Offices. As the situation of the children of refugees, asylum seekers and torture claimants changes quite frequently from time to time, EDB does not have readily available information regarding the number of these children as well as their distribution by grade or district.

- End -

CONTROLLING OFFICER'S REPLY

EDB398

(Question Serial No. 5566)

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:

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 5 years.

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 4557)

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 2012/13 to 2016/17 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 2012/13 to 2016/17 school years**

Level	Grade	2012/13 school year	2013/14 school year	2014/15 school year	2015/16 school year	2016/17 school year
Primary (Primary 1 – 6)	P1	1 394	1 445	1 574	1 583	1 574
	P2	1 359	1 459	1 533	1 609	1 643
	P3	1 304	1 376	1 467	1 574	1 617
	P4	1 357	1 322	1 399	1 461	1 593
	P5	1 339	1 368	1 353	1 414	1 451
	P6	1 192	1 320	1 371	1 317	1 388
	P1-P6	7 945	8 290	8 697	8 958	9 266
Secondary (Secondary 1 – 6)	S1	1 448	1 437	1 613	1 730	1 648
	S2	1 363	1 468	1 424	1 547	1 633
	S3	1 308	1 366	1 493	1 457	1 523
	S4	1 118	1 312	1 376	1 505	1 454
	S5	957	1 101	1 307	1 324	1 452
	S6	725	892	1 011	1 219	1 261
	S1-S6	6 919	7 576	8 224	8 782	8 971

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 2012/13 to 2016/17 school years**

Primary Schools

P1	2012/13	2013/14	2014/15	2015/16	2016/17
Indonesian	9	18	21	27	25
Filipino	205	194	216	206	214
Indian	166	147	143	162	134
Pakistani	504	481	521	485	473
Nepalese	216	246	299	332	324
Japanese	22	16	26	22	25
Korean	4	7	11	10	6
Other Asian	18	34	65	58	44
White	84	118	109	95	134
Black	9	6	9	12	18
Others	62	88	49	68	55
Total	1 299	1 355	1 469	1 477	1 452

P2	2012/13	2013/14	2014/15	2015/16	2016/17
Indonesian	16	12	22	20	27
Filipino	197	211	208	222	211
Indian	161	163	154	145	169
Pakistani	498	515	506	545	507
Nepalese	207	220	253	295	341
Japanese	11	19	14	21	27
Korean	5	5	9	11	14
Other Asian	37	23	73	69	67
White	62	98	118	102	112
Black	9	12	8	11	15
Others	72	74	61	54	60
Total	1 275	1 352	1 426	1 495	1 550

P3	2012/13	2013/14	2014/15	2015/16	2016/17
Indonesian	6	17	12	21	26
Filipino	193	211	224	222	220
Indian	142	168	159	156	149
Pakistani	445	490	522	513	557
Nepalese	244	206	222	269	296
Japanese	12	12	18	17	18
Korean	5	5	4	6	14
Other Asian	29	35	42	85	74
White	52	62	90	114	101
Black	5	8	9	7	12
Others	72	80	53	58	51
Total	1 205	1 294	1 355	1 468	1 518

P4	2012/13	2013/14	2014/15	2015/16	2016/17
Indonesian	13	10	18	15	21
Filipino	224	194	210	226	230
Indian	161	138	171	168	166
Pakistani	497	457	505	518	542
Nepalese	208	250	204	222	272
Japanese	7	9	12	16	15
Korean	3	4	5	6	9
Other Asian	29	28	61	50	88
White	52	55	65	78	104
Black	6	4	6	9	8
Others	67	79	53	46	49
Total	1 267	1 228	1 310	1 354	1 504

P5	2012/13	2013/14	2014/15	2015/16	2016/17
Indonesian	6	13	10	18	14
Filipino	232	228	199	214	221
Indian	195	155	139	176	177
Pakistani	485	498	469	502	536
Nepalese	220	212	249	210	227
Japanese	7	7	7	13	16
Korean	2	2	6	4	6
Other Asian	31	32	51	72	50
White	44	53	55	56	66
Black	2	8	5	9	11
Others	46	70	56	49	43
Total	1 270	1 278	1 246	1 323	1 367

P6	2012/13	2013/14	2014/15	2015/16	2016/17
Indonesian	7	6	15	14	15
Filipino	201	237	228	200	213
Indian	164	191	157	137	175
Pakistani	466	480	506	458	506
Nepalese	162	212	207	244	211
Japanese	5	6	6	6	12
Korean	3	2	2	7	4
Other Asian	17	31	52	54	65
White	35	42	55	51	50
Black	1	4	8	3	8
Others	52	43	46	47	44
Total	1 113	1 254	1 282	1 221	1 303

Secondary Schools

S1	2012/13	2013/14	2014/15	2015/16	2016/17
Indonesian	7	11	12	14	16
Filipino	254	238	266	273	239
Indian	220	185	220	218	199
Pakistani	496	506	559	599	521
Nepalese	236	194	249	249	262
Japanese	11	12	10	6	17
Korean	7	8	12	8	16
Other Asian	30	32	67	98	88
White	24	29	42	52	55
Black	3	2	3	6	8
Others	83	104	67	85	80
Total	1 371	1 321	1 507	1 608	1 501

S2	2012/13	2013/14	2014/15	2015/16	2016/17
Indonesian	9	3	11	12	15
Filipino	241	253	248	275	284
Indian	200	236	187	221	210
Pakistani	485	494	474	528	546
Nepalese	228	239	194	242	243
Japanese	12	12	12	10	7
Korean	7	6	8	11	9
Other Asian	16	35	52	49	85
White	22	25	33	33	44
Black	4	4	1	3	6
Others	67	79	77	57	74
Total	1 291	1 386	1 297	1 441	1 523

S3	2012/13	2013/14	2014/15	2015/16	2016/17
Indonesian	6	8	6	12	11
Filipino	258	247	254	259	277
Indian	197	202	232	184	221
Pakistani	429	469	505	484	509
Nepalese	206	232	229	199	238
Japanese	13	10	10	10	9
Korean	11	8	8	9	9
Other Asian	18	16	59	49	50
White	30	24	32	42	33
Black	1	2	4	3	3
Others	73	72	71	72	61
Total	1 242	1 290	1 410	1 323	1 421

S4	2012/13	2013/14	2014/15	2015/16	2016/17
Indonesian	7	5	9	8	12
Filipino	224	258	241	254	251
Indian	194	206	200	223	182
Pakistani	312	416	448	489	465
Nepalese	180	208	240	235	213
Japanese	14	15	13	12	9
Korean	11	10	7	5	9
Other Asian	23	20	35	54	49
White	26	30	31	48	36
Black	5	1	4	6	3
Others	56	81	51	76	84
Total	1 052	1 250	1 279	1 410	1 313

S5	2012/13	2013/14	2014/15	2015/16	2016/17
Indonesian	5	6	3	9	7
Filipino	167	210	242	221	243
Indian	149	181	192	196	204
Pakistani	258	272	382	401	460
Nepalese	142	169	201	209	210
Japanese	10	11	11	10	9
Korean	3	10	13	5	7
Other Asian	9	22	42	28	48
White	16	21	27	22	29
Black	1	4	3	4	6
Others	50	52	37	44	59
Total	810	958	1 153	1 149	1 282

S6	2012/13	2013/14	2014/15	2015/16	2016/17
Indonesian	3	5	6	2	11
Filipino	133	159	197	228	214
Indian	88	137	165	181	185
Pakistani	173	237	239	347	389
Nepalese	73	132	156	191	198
Japanese	11	10	10	9	8
Korean	4	3	9	12	5
Other Asian	12	10	33	42	27
White	14	9	15	21	20
Black	2	1	6	2	5
Others	49	45	30	32	32
Total	562	748	866	1 067	1 094

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

EDB399

(Question Serial No. 5567)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not specified
Programme: (7) Post-secondary, Vocational and Professional Education
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

Regarding the top-up degree programmes registered with the Non-local Courses Registry in the past 5 years, 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 CHEUNG Chiu-hung, Fernando (Member Question No. 4558)

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.

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. The Non-local Courses Registry does not collate information on the award of professional qualifications.

The information of top-up Bachelor degree programmes ^{Note 1} registered / exempted from registration under the Ordinance from the 2012/13 to 2016/17 academic years is set out below:

	2012/13		2013/14		2014/15		2015/16		2016/17 ^{Note 2}	
	Registered Programmes	Exempted Programmes	Registered Programmes	Exempted Programmes	Registered Programmes	Exempted Programmes	Registered Programmes	Exempted Programmes	Registered Programmes	Exempted Programmes
Number of top-up Bachelor degree programmes	96	72	109	87	93	104	94	104	95	95
Institutions jointly running the top-up Bachelor degree programmes										
Number of overseas institutions	32	23	34	25	28	25	28	25	23	28
Number of operators (for Registered programmes) / Number of local institutions of higher education (for Exempted programmes)	26	8	29	8	24	8	24	8	12	8
Number of students enrolled	4 945	7 473	3 739	5 961	4 565	5 985	N.A. ^{Note 3}	N.A. ^{Note 3}	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 28 February 2017.

Note 3: Statistics not yet available as the related information will only be provided by operators/ institutions six months after the end of an academic year.

- End -

CONTROLLING OFFICER'S REPLY**EDB400****(Question Serial No. 5568)**

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 Education Bureau in the past year and provide in chronological order the following information for each visit, including (a) purpose and place of visit; (b) titles of Mainland officials met; (c) size of entourage and post titles of accompanying Hong Kong officers; (d) duration of visit in days; and (e) total expenditures involved; as well as (i) travelling expenses (breakdown of 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)	(i)	(ii)	(iii)	(iv)

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 4559)

Reply:

Information about duty visits to the Mainland made by Secretary for Education in 2016-17 is at the Annex.

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 2016-17
(as at 13 March 2017)**

Date of visit	Place of visit	Purpose of visit (Note 1)	Number of official entourage from SED's Office	(A) Expenses on accommodation (\$ (Note 2))	(B) Expenses on air passage (\$ (Note 3))	(C) Other expenses (\$ (Note 4))	Total expenditure incurred by SED & official entourage from SED's Office (\$ (A)+(B)+(C))
10 to 12 May 2016	Chengdu	To join a visit led by the Chief Secretary for Administration to visit Sichuan to conclude the support work in the reconstruction of areas stricken by the earthquake in Wenchuan in 2008	1	4,191	19,636	3,620	27,447
25 May 2016	Nansha	To officiate at the 2016 Nansha-Hong Kong Sister School Contract Signing Ceremony cum Cultural Exchange Activities	2	No expenses as no over-night stay	No air passage (by car)	4,600	4,600
14 June 2016	Shenzhen	To have a meeting with the Shenzhen Municipal Education Bureau and visit two hi-tech enterprises for exchanges on technology education and career and life planning education	2	No expenses as no over-night stay	No air passage (by car)	4,081	4,081
20 to 21 July 2016	Shenzhen and Guangzhou	To attend the Hong Kong/ Guangdong Universities High Level Meeting and conduct education exchanges in Shenzhen and Guangzhou	2	3,956	No air passage (by car)	7,312	11,268
17 to 18 August 2016	Beijing	To have meetings with the Ministry of Education and the Beijing Municipal Education Commission respectively	2	4,889	23,051	3,583	31,523

Date of visit	Place of visit	Purpose of visit (Note 1)	Number of official entourage from SED's Office	(A) Expenses on accommodation (\$ (Note 2))	(B) Expenses on air passage (\$ (Note 3))	(C) Other expenses (\$ (Note 4))	Total expenditure incurred by SED & official entourage from SED's Office (\$ (A)+(B)+(C))
14 September 2016	Guangzhou	To attend the 19th Plenary of the Hong Kong-Guangdong Co-operation Joint Conference	-	No expenses as no over-night stay	No air passage (by train)	420 [in-town transport sponsored by the Guangdong Provincial Government and the sponsored amount is not available]	420
20 to 22 October 2016	Shanghai	To have a meeting with the Shanghai Municipal Education Commission, and to join Hong Kong secondary school students in a Mainland exchange programme	2	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	21,610	18,063	39,673
3 to 4 November 2016	Shenzhen	To officiate at the Guangdong-Hong Kong Sister School Contract Signing Ceremony and to attend the Shenzhen-Hong Kong Principals' Forum 2016	2	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	No air passage (by car)	11,694	11,694
10 to 11 November 2016	Beijing	To attend an international education symposium organised by the Organisation for Economic Co-operation and Development	-	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	11,645	2,564	14,209
15 November 2016	Guangzhou	To address the founding ceremony of the Guangdong-Hong Kong-Macau University Alliance	1	No expenses as no over-night stay	No air passage (by train)	1,317	1,317

Date of visit	Place of visit	Purpose of visit (Note 1)	Number of official entourage from SED's Office	(A) Expenses on accommodation (\$ (Note 2))	(B) Expenses on air passage (\$ (Note 3))	(C) Other expenses (\$ (Note 4))	Total expenditure incurred by SED & official entourage from SED's Office (\$ (A)+(B)+(C))
6 to 7 December 2016	Shanghai	To attend the 4th meeting of the China-UK High-Level People-to- People Dialogue	1	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	10,862	7,187	18,049
15 December 2016	Nansha	To attend the Guangdong-Hong Kong-Macau forum on education co-operation, innovation and entrepreneurship	2	No expenses as no over-night stay	No air passage (by car and by ferry)	4,252	4,252
14 to 15 February 2017	Beijing	To have meetings with the Ministry of Education and the Beijing Municipal Education Commission respectively	2	4,860	23,380	3,936	32,176
10 to 11 March 2017	Haikou	To have a meeting with the Education Department of Hainan Province to explore cooperation in educational matters	1	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	5,824	4,839	10,663

Notes :

- (1) The Secretary for Education would meet local students from Hong Kong where possible.
- (2) The arrangement of hotel accommodation was provided in accordance with the relevant Civil Service Regulations and guidelines.
- (3) Proper class of passages was provided in accordance with the relevant Civil Service Regulations and guidelines, taking into account factors including rank of post, flying time, flight schedule and details.
- (4) Other expenses include overseas subsistence allowance and other incidental expenses related to the duty visits outside Hong Kong. The subsistence allowance is provided in accordance with the relevant Civil Service Regulations and guidelines, which is intended to cover, inter alia, the cost of accommodation, meals and in-town travelling.

- End -

CONTROLLING OFFICER'S REPLY**EDB401****(Question Serial No. 5569)**

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 the past 2 years 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 this year 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 and 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 the coming year 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 CHEUNG Chiu-hung, Fernando (Member Question No. 4560)

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 2015-16 and 2016-17 (as at 28 February 2017), the actual expenses on official entertainment incurred by EDB were \$462,511 and \$325,914 respectively and the estimated expenditure for 2017-18 is \$674,000. The actual expenses on official entertainment incurred by the UGC Secretariat were \$583,771 and \$439,848 in 2015-16 and 2016-17 (as at 28 February 2017) respectively and the estimated expenditure for 2017-18 is \$867,000. The actual expenses on official entertainment incurred by WFSFAA were \$10,580 and \$3,412 in 2015-16 and 2016-17 (as at 28 February 2017) respectively and the estimated expenditure for 2017-18 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.

- End -

CONTROLLING OFFICER'S REPLY**EDB402****(Question Serial No. 5570)**

Head: (156) Government Secretariat: Education Bureau

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

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

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 their 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:

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? 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? 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?

- (d) When the EDB is granting the funds for the consultancy projects to the research organisations, what are the criteria considered?

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 4561)

Reply:

(a) The studies for which funds have been allocated from 2015-16 to 2016-17 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 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?
BARRIE HO Architecture Interiors Limited	Others (by quotation)	Consultancy Study on Accommodation Requirements for Kindergartens To examine and analyse various issues relating to kindergarten accommodation, and to make recommendations on the future accommodation requirements for kindergartens as well as related issues.	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	Others (by quotation)	Consultancy Study on Rental and Related Issues on Kindergarten Premises To examine and analyse 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 analyse various issues relating to the human	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	The executive summary was provided to Legislative Council Panel on Education (Subcommittee to Study the Implementation of Free

		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.				implement free and quality kindergarten education.	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	Completed (February 2017)	The findings will be used as reference in formulating the strategies in meeting the demand for international school places.	The executive summary and report have been uploaded to EDB's Thematic Website on International Schools for public access.
Hong Kong Shue Yan University	Others (by quotation)	Project on Technical Alignment of the Hong Kong Qualifications Framework (HKQF) and the European Qualifications Framework (EQF) 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.	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)	Pilot Exercises for Development of a Credit Accumulation and Transfer (CAT) System under the Qualifications Framework To distil the good practices under three pilot exercises in order to develop a set of practical guidelines for CAT implementation.	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.

<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>	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	Completed (October 2016)	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.	The final report will be uploaded to the website of the Education Bureau in the 2016/17 school year.
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</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 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.

		reference to the Teacher Competencies Framework.					
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	Completed (December 2016)	The findings have been shared with post-secondary institutions for reference.	An executive summary of the survey report has been 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	Completed (April 2016)	Based on findings of the project, a detailed brand strategy will be formulated.	Not applicable as findings of the study are for internal reference only.
The Hong Kong Council for Accreditation of Academic and Vocational Qualifications	Others (by quotation)	<p>Feasibility Study on Alignment/ Recognition of Professional Qualifications under the Hong Kong Qualifications Framework (HKQF)</p> <p>To explore possible ways of aligning or recognising professional qualifications under HKQF in the light of overseas experiences.</p>	509,010	August 2015	Completed (April 2016)	The findings of the study will be for internal reference.	Not applicable as findings of the study are for internal reference only.
Aristo Market Research & Consulting Co., Ltd	Others (by quotation)	<p>Perception Surveys for Vocational and Professional Education and Training (VPET)</p> <p>To compare the change in public perception of VPET with the Government's implementation of</p>	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.

		a series of promotion strategies.					
Centre for Learning Enhancement and Research 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 the Fourth Strategy on 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)	<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	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	599,949	January 2016	In progress	The findings of the pilot project will be for internal reference.	Not applicable as the pilot project has not been completed.

		<p>under the Hong Kong Qualifications Framework (HKQF)</p> <p>To facilitate the possible acquisition of HKQF-recognised RPL qualifications of the experienced care-givers.</p>					
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.</p>	798,000	January 2016	Completed (February 2017)	The findings of the pilot project will be for internal reference.	Not applicable as findings of the pilot project are for internal reference only.
Hong Kong Shue Yan University	Others (by quotation)	<p>Project on Referencing of the Hong Kong Qualifications Framework (HKQF) and the New Zealand Qualifications Framework (NZQF)</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 NZQF and to prepare a report.</p>	770,000	March 2016	In progress	The findings of the referencing project will be published.	Not applicable as the referencing project has not been completed.
The Hong Kong Institute of Bankers	Others (by quotation)	<p>Pilot Project on Development of Vocational Qualifications Pathway (VQP) for the Banking Industry under the Hong Kong Qualifications Framework</p> <p>To develop the VQP for the Banking industry.</p>	980,000	March 2016	In progress	The findings of the pilot project will be for internal reference.	Not applicable as the pilot project has not been completed.

HKU School of Professional and Continuing Education	Others (by quotation)	<p>Pilot Project on Development of Vocational Qualifications Pathway (VQP) for the Property Management Industry under the Hong Kong Qualifications Framework</p> <p>To develop the VQP for the Property Management industry.</p>	495,000	April 2016	In progress	The findings of the pilot project will be for internal reference.	Not applicable as the pilot project has not been completed.
The Hong Kong Council for Accreditation of Academic and Vocational Qualifications	Others (by quotation)	<p>Study on Implementation of the Code of Good Practice for Self-financing Post-secondary Sector</p> <p>To understand the extent of the adoption of the Code in the sector.</p>	696,550	May 2016	In progress	Subject to the findings of the study, follow-ups will be considered as appropriate.	Not applicable as the study has not been completed.
The Hong Kong Council for Accreditation of Academic and Vocational Qualifications	Others (by quotation)	<p>Pilot Project on Phase II of Exploratory Study on Possible Alignment of Professional Qualifications under the Hong Kong Qualifications Framework (HKQF)</p> <p>To test out criteria, principles and procedures for recognising and benchmarking professional qualifications with HKQF.</p>	1,380,000	August 2016	In progress	The findings of the study will be for internal reference.	Not applicable as the study has not been completed.
The Hong Kong Council for Accreditation of Academic and Vocational Qualifications	Others (by quotation)	<p>Project on Review of Generic Level Descriptors (GLD) and Development of Practical Tools for Adoption of Generic Level Descriptors under the Hong Kong Qualifications Framework</p> <p>To review and recommend revisions to the GLD for better clarity and</p>	1,344,900	August 2016	In progress	The findings of the review will be published for reference by stakeholders.	Not applicable as the review has not been completed.

		user-friendliness.					
Policy 21 Limited	Others (by quotation)	Consultancy Study on Communications between Schools and Parents To understand the communications between schools and parents as well as to identify good practices for sharing among schools.	1,134,000	January 2017	In progress	The findings and good practices identified will be used for sharing among schools to improve effective and efficient communication with parents with a view to enhancing comprehensive care for children.	Not applicable as the study 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 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?
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.

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 Education Bureau announced the Government's endorsement of the overall direction and recommendations of the report "Governance in UGC-funded Higher Education Institutions in Hong Kong" 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.	307,659 (USD 39,620)	February 2016	Completed (September 2016)	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.	The research report is used for internal reference for consideration of the future of tuition fee policy.
Queensland University of Technology	Others (by quotation)	To formulate a quality audit manual on sub-degree operations of UGC-funded universities.	410,168 (USD 52,629.50)	February 2016	Completed (September 2016)	An Audit Manual for the Quality Assurance Council (QAC)'s sub-degree audit cycle has been endorsed and published.	The Audit Manual for QAC's sub-degree audit cycle has been made known to the universities and published on QAC's website.
Mr Dugald Mackie	Others (by quotation)	To provide advice and technical support for the implementation of the recommendations of the report "Governance in UGC-funded Higher Education Institutions in Hong Kong".	487,500 (USD 62,500)	July 2016	In progress	The UGC is following up the implementation of the recommendations of the report "Governance in UGC-funded Higher Education Institutions in Hong Kong" with the assistance of Mr Mackie.	Not applicable as the study has not been completed.

Separately, the Student Financial Assistance Agency has not earmarked provision between 2015-16 and 2016-17 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 2017-18.

(c) The consultancy studies for which provisions will be reserved in 2017-18 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 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?
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 surveys have not been completed.
Centre for Learning Enhancement and Research 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 the Fourth Strategy on 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 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	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.

		regarding the development and implementation of the ENET scheme.					
Institute of Professional Education and Knowledge of Vocational Training Council	Others (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 (HKQF)</p> <p>To facilitate the possible acquisition of HKQF-recognised RPL qualifications of the experienced care-givers.</p>	599,949	January 2016	In progress	The findings of the pilot project will be for internal reference.	Not applicable as the pilot project has not been completed.
Hong Kong Shue Yan University	Others (by quotation)	<p>Project on Referencing of the Hong Kong Qualifications Framework (HKQF) and the New Zealand Qualifications Framework (NZQF)</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 NZQF and to prepare a report.</p>	770,000	March 2016	In progress	The findings of the referencing project will be published.	Not applicable as the referencing project has not been completed.
The Hong Kong Institute of Bankers	Others (by quotation)	<p>Pilot Project on Development of Vocational Qualifications Pathway (VQP) for the Banking Industry under the Hong Kong Qualifications Framework</p> <p>To develop the VQP for the Banking industry.</p>	980,000	March 2016	In progress	The findings of the pilot project will be for internal reference.	Not applicable as the pilot project has not been completed.
HKU School of Professional and Continuing Education	Others (by quotation)	Pilot Project on Development of Vocational Qualifications Pathway (VQP) for the Property Management Industry under the Hong Kong	495,000	April 2016	In progress	The findings of the pilot project will be for internal reference.	Not applicable as the pilot project has not been completed.

		<p>Qualifications Framework</p> <p>To develop the VQP for the Property Management industry.</p>					
The Hong Kong Council for Accreditation of Academic and Vocational Qualifications	Others (by quotation)	<p>Study on Implementation of the Code of Good Practice for Self-financing Post-secondary Sector</p> <p>To understand the extent of the adoption of the Code in the sector.</p>	696,550	May 2016	In progress	Subject to the findings of the study, follow-ups will be considered as appropriate.	Not applicable as the study has not been completed.
The Hong Kong Council for Accreditation of Academic and Vocational Qualifications	Others (by quotation)	<p>Pilot Project on Phase II of Exploratory Study on Possible Alignment of Professional Qualifications under the Hong Kong Qualifications Framework (HKQF)</p> <p>To test out criteria, principles and procedures for recognising and benchmarking professional qualifications with HKQF.</p>	1,380,000	August 2016	In progress	The findings of the study will be for internal reference.	Not applicable as the study has not been completed.
The Hong Kong Council for Accreditation of Academic and Vocational Qualifications	Others (by quotation)	<p>Project on Review of Generic Level Descriptors (GLD) and Development of Practical Tools for Adoption of Generic Level Descriptors under the Hong Kong Qualifications Framework</p> <p>To review and recommend revisions to the GLD for better clarity and user-friendliness.</p>	1,344,900	August 2016	In progress	The findings of the review will be published for reference by stakeholders.	Not applicable as the review has not been completed.
Policy 21 Limited	Others (by quotation)	<p>Consultancy Study on Communications between Schools and Parents</p> <p>To understand the communications between schools and parents as well as to identify good practices for sharing among schools.</p>	1,134,000	January 2017	In progress	The findings and good practices identified will be used for sharing among schools to improve effective and efficient communication with parents with a view to enhancing comprehensive care for children.	Not applicable as the study has not been completed.

Aristo Market Research & Consulting Co. Ltd.	Others (by quotation)	Tracking surveys for the Impact of Implementation and Perception of Hong Kong Qualifications Framework (HKQF) To undertake tracking surveys at different stages so as to assess the change of perception of stakeholders towards HKQF.	590,000	February 2017	In progress	The findings of the surveys will be published.	Not applicable as the surveys have not been completed.
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(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 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?
Mr Dugald Mackie	Others (by quotation)	To provide advice and technical support for the implementation of the recommendations of the report "Governance in UGC-funded Higher Education Institutions in Hong Kong".	487,500 (USD 62,500)	July 2016	In progress	The UGC is following up the implementation of the recommendations of the report "Governance in UGC-funded Higher Education Institutions in Hong Kong" with the assistance of Mr Mackie.	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 2017-18.

(d) Given the different objectives, design, technical requirements and uniqueness of different consultancy studies, criteria specific to each consultancy study have been adopted for considering their award to the research institutions / consultants concerned. Nevertheless, generally speaking, the criteria include technical aspects (such as project design as well as methodology for sampling and data correlation / analysis which could impact the validity and reliability of the research), experience and professional knowledge of the research institutions / consultants relevant to the research topic and the quality of the research team as reflected by indicators such as their track record and capability to provide follow up support services, and the fee proposal.

- End -

CONTROLLING OFFICER'S REPLY**EDB403****(Question Serial No. 5581)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

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

Director of Bureau: Secretary for Education

Question:

Please provide the numbers of kindergartens, teachers and students (excluding classes for children aged 2 to 3) by type of kindergartens for the past 5 years.

	Local non-profit-making kindergartens joining the Pre-primary Education Voucher Scheme (excluding former aided child care centres)			
	Only operating whole-day classes	Only operating half-day classes	Operating both whole-day classes and half-day classes	
Number of schools				
Number of full-time teachers				
Number of part-time teachers				
Number of students				
	Local non-profit-making kindergartens not joining the Pre-primary Education Voucher Scheme			
	Only operating whole-day classes	Only operating half-day classes	Operating both whole-day classes and half-day classes	
Number of schools				
Number of full-time teachers				
Number of part-time teachers				

Number of students				
	Local private independent kindergartens			
	Only operating whole-day classes	Only operating half-day classes	Operating both whole-day classes and half-day classes	
Number of schools				
Number of full-time teachers				
Number of part-time teachers				
Number of students				

	Non-local kindergartens			
	Only operating whole-day classes	Only operating half-day classes	Operating both whole-day classes and half-day classes	
Number of schools				
Number of full-time teachers				
Number of part-time teachers				
Number of students				
	Former aided child care centres			
	Only operating whole-day classes	Operating both whole-day classes and half-day classes		
Number of schools				
Number of full-time teachers				
Number of part-time teachers				
Number of students				

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 4573)

Reply:

The numbers of kindergartens (KGs), teachers and students (excluding classes for children aged 2 to 3) by type of KGs from the 2012/13 to 2016/17 school years are tabulated in Appendix. In compiling information on KG teachers as reference for planning policies on KG education, our concern is the overall profile and situation in different types of KGs. We do not compile teachers' information on the basis of full-time and part-time employment except their salary which is directly related to the working hours. Hence, we are unable to provide the number of full-time teachers and part-time teachers as requested.

The numbers of kindergartens (KGs), teachers and students (excluding classes for children aged 2 to 3)
by type of KGs operating whole-day (WD) classes only, operating half-day (HD) classes only and
operating both WD and HD classes from the 2012/13 to 2016/17 school years

Local non-profit-making (NPM) KGs joining the Pre-primary Education Voucher Scheme (PEVS) (excluding former aided child care centres (FACs))

School year	2012/13			2013/14			2014/15			2015/16			2016/17		
Operating classes	WD only	HD only	Both WD and HD	WD only	HD only	Both WD and HD	WD only	HD only	Both WD and HD	WD only	HD only	Both WD and HD	WD only	HD only	Both WD and HD
No. of KGs	9	129	351	9	111	358	9	117	352	9	135	342	8	146	345
No. of teachers	100	2 107	4 883	89	1 872	5 229	93	2 055	5 315	100	2 363	5 336	91	2 541	5 429
No. of students	913	38 305	69 034	885	33 564	72 291	904	36 189	73 721	901	41 570	74 050	800	44 584	72 967

Local NPM KGs not joining the PEVS

School year	2012/13			2013/14			2014/15			2015/16			2016/17		
Operating classes	WD only	HD only	Both WD and HD	WD only	HD only	Both WD and HD	WD only	HD only	Both WD and HD	WD only	HD only	Both WD and HD	WD only	HD only	Both WD and HD
No. of KGs	3	16	3	5	28	2	5	27	4	4	26	4	4	20	2
No. of teachers	39	356	60	60	584	47	62	601	75	60	625	67	61	511	37
No. of students	315	5 644	764	537	10 305	478	534	10 397	974	511	10 412	897	518	8 697	382

Local private independent KGs

School year	2012/13			2013/14			2014/15			2015/16			2016/17		
Operating classes	WD only	HD only	Both WD and HD	WD only	HD only	Both WD and HD	WD only	HD only	Both WD and HD	WD only	HD only	Both WD and HD	WD only	HD only	Both WD and HD
No. of KGs	2	46	56	3	54	53	3	63	48	3	62	41	3	61	41
No. of teachers	21	728	624	27	790	679	32	890	644	32	869	616	32	903	578
No. of students	208	11 524	7 646	325	12 222	8 350	341	13 655	8 025	332	12 106	8 550	308	12 319	7 059

Non-local KGs

School year	2012/13			2013/14			2014/15			2015/16			2016/17		
Operating classes	WD only	HD only	Both WD and HD	WD only	HD only	Both WD and HD	WD only	HD only	Both WD and HD	WD only	HD only	Both WD and HD	WD only	HD only	Both WD and HD
No. of KGs	7	71	18	10	69	21	9	75	20	11	88	29	10	95	33
No. of teachers	38	501	199	69	491	212	69	487	251	78	653	341	81	707	398
No. of students	413	6 912	1 966	791	6 391	2 056	865	6 506	2 271	876	9 205	3 382	875	9 166	3 581

FACs

School year	2012/13		2013/14		2014/15		2015/16		2016/17	
Operating classes	WD only	Both WD and HD	WD only	Both WD and HD	WD only	Both WD and HD	WD only	Both WD and HD	WD only	Both WD and HD
No. of KGs	214	32	219	27	221	25	223	23	222	24
No. of teachers	1 919	242	2 021	214	2 122	197	2 225	187	2 338	223
No. of students	18 913	2 207	19 666	1 982	20 139	1 876	20 836	1 770	20 823	1 953

Notes:

- Figures on teachers for the 2016/17 school year are provisional.
- Figures on students refer to the position as at September of the respective years.

- End -

CONTROLLING OFFICER'S REPLY**EDB404****(Question Serial No. 5588)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

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

Director of Bureau: Secretary for Education

Question:

Please set out kindergarten (KG) teacher salaries in the past 5 years by KG type.

	Local non-profit-making (NPM) KG joining the Pre-primary Education Voucher Scheme (PEVS) (excluding Former Aided Child Care Centre (FAC))			FAC		Local NPM KG not joining PEVS			Local private independent (PI) KG			Non-local KG		
	with whole-day (WD) classes only	with half-day (HD) classes only	with both WD and HD classes	with WD class only	with both WD and HD classes	with WD classes only	with HD classes only	with both WD and HD classes	with WD classes only	with HD classes only	with both WD and HD classes	with WD classes only	with HD classes only	with both WD and HD classes
Full-time (FT) teachers' average salary														
FT teachers' median salary														
FT teachers' highest salary														
FT teachers' lowest salary														

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 5018)**Reply:**

The respective average salary, median salary, highest salary and lowest salary of full-time (FT) teachers in whole-day (WD) kindergartens (KGs) and half-day (HD) KGs under Pre-primary Education Voucher Scheme (PEVS) (excluding former aided child care centres (FACs)); FACs; local non-profit-making (NPM) KGs not under PEVS; local private independent (PI) KGs and non-local KGs from the 2012/13 to 2016/17 school years are tabulated below:

(i) FT KG Teachers in Local NPM KGs under PEVS (excluding FACs)

School Year	KGs with	Monthly salary of FT teachers			
		Average salary	Median salary	Highest salary	Lowest salary
2012/13	WD classes only	\$19,934	\$19,500	\$34,575	\$9,000
	HD classes only	\$18,739	\$17,720	\$49,567	\$7,762
	Both WD and HD classes	\$17,027	\$15,907	\$62,410	\$7,000
2013/14	WD classes only	\$20,656	\$20,500	\$34,575	\$9,814
	HD classes only	\$19,805	\$18,735	\$53,660	\$8,656
	Both WD and HD classes	\$18,045	\$16,855	\$71,695	\$8,320
2014/15	WD classes only	\$21,921	\$22,165	\$35,930	\$11,700
	HD classes only	\$20,448	\$19,675	\$57,045	\$8,000
	Both WD and HD classes	\$18,752	\$17,485	\$70,490	\$8,925
2015/16	WD classes only	\$24,191	\$25,505	\$39,360	\$10,523
	HD classes only	\$21,950	\$20,600	\$59,445	\$8,000
	Both WD and HD classes	\$19,946	\$18,600	\$85,323	\$8,000
2016/17	WD classes only	\$26,283	\$28,040	\$41,200	\$13,600
	HD classes only	\$23,640	\$22,430	\$70,688	\$9,023
	Both WD and HD classes	\$21,253	\$20,000	\$92,531	\$8,465

(ii) FT KG Teachers in FACs

School Year	KGs with	Monthly salary of FT teachers			
		Average salary	Median salary	Highest salary	Lowest salary
2012/13	WD classes only	\$19,939	\$19,010	\$31,525	\$9,600
	Both WD and HD classes	\$19,098	\$17,835	\$28,380	\$9,883
2013/14	WD classes only	\$20,778	\$20,115	\$32,760	\$8,500
	Both WD and HD classes	\$19,571	\$18,010	\$28,600	\$10,612
2014/15	WD classes only	\$21,336	\$20,905	\$34,315	\$10,400
	Both WD and HD classes	\$19,694	\$18,535	\$29,720	\$12,500
2015/16	WD classes only	\$23,094	\$22,192	\$37,590	\$8,645
	Both WD and HD classes	\$21,298	\$20,305	\$34,100	\$8,570
2016/17	WD classes only	\$24,249	\$22,560	\$41,318	\$10,766
	Both WD and HD classes	\$22,804	\$21,255	\$35,780	\$13,000

(iii) FT KG Teachers in Local NPM non-PEVS KGs

School Year	KGs with	Monthly salary of FT teachers			
		Average salary	Median salary	Highest salary	Lowest salary
2012/13	WD classes only	\$27,105	\$27,245	\$47,485	\$14,937
	HD classes only	\$21,003	\$20,160	\$65,271	\$8,000
	Both WD and HD classes	\$24,087	\$20,252	\$65,271	\$11,050
2013/14	WD classes only	\$26,476	\$28,315	\$53,474	\$15,683
	HD classes only	\$20,778	\$18,634	\$54,265	\$10,500
	Both WD and HD classes	\$27,215	\$26,985	\$64,784	\$15,131
2014/15	WD classes only	\$25,373	\$28,315	\$44,842	\$15,523
	HD classes only	\$21,605	\$19,675	\$77,953	\$11,975
	Both WD and HD classes	\$27,080	\$26,707	\$67,614	\$15,805
2015/16	WD classes only	\$26,843	\$28,140	\$39,390	\$16,890
	HD classes only	\$23,143	\$21,890	\$66,445	\$11,500
	Both WD and HD classes	\$21,133	\$19,410	\$35,122	\$8,512
2016/17	WD classes only	\$27,864	\$29,455	\$41,971	\$17,200
	HD classes only	\$23,447	\$21,550	\$42,069	\$10,850
	Both WD and HD classes	\$24,692	\$23,344	\$36,717	\$11,600

(iv) FT KG Teachers in Local PI KGs

School Year	KGs with	Monthly salary of FT teachers			
		Average salary	Median salary	Highest salary	Lowest salary
2012/13	WD classes only	\$17,800	\$15,900	\$27,000	\$9,700
	HD classes only	\$20,800	\$19,300	\$68,500	\$8,900
	Both WD and HD classes	\$18,100	\$16,000	\$68,000	\$8,300
2013/14	WD classes only	\$18,500	\$17,000	\$31,500	\$12,600
	HD classes only	\$21,500	\$20,000	\$58,600	\$9,000
	Both WD and HD classes	\$19,000	\$16,700	\$74,600	\$8,500
2014/15	WD classes only	\$19,444	\$18,100	\$32,760	\$15,410
	HD classes only	\$22,665	\$20,680	\$75,874	\$9,450
	Both WD and HD classes	\$19,670	\$17,010	\$89,094	\$9,000
2015/16	WD classes only	\$21,409	\$19,500	\$35,890	\$16,500
	HD classes only	\$23,941	\$22,280	\$81,237	\$10,500
	Both WD and HD classes	\$21,379	\$18,000	\$90,738	\$9,100
2016/17	WD classes only	\$22,977	\$21,378	\$37,570	\$17,000
	HD classes only	\$25,026	\$23,814	\$85,707	\$8,900
	Both WD and HD classes	\$22,256	\$18,600	\$99,881	\$9,250

(v) FT KG Teachers in Non-local KGs

School Year	KGs with	Monthly salary of FT teachers			
		Average salary	Median salary	Highest salary	Lowest salary
2012/13	WD classes only	\$41,020	\$35,435	\$78,020	\$14,937
	HD classes only	\$27,243	\$24,875	\$94,356	\$8,000
	Both WD and HD classes	\$26,482	\$23,000	\$75,606	\$8,800
2013/14	WD classes only	\$44,285	\$50,669	\$96,223	\$14,713
	HD classes only	\$28,249	\$25,500	\$98,611	\$10,000
	Both WD and HD classes	\$23,988	\$21,746	\$73,157	\$11,500
2014/15	WD classes only	\$34,424	\$24,544	\$75,512	\$9,000
	HD classes only	\$29,623	\$26,000	\$90,446	\$9,910
	Both WD and HD classes	\$24,482	\$22,000	\$63,311	\$14,940
2015/16	WD classes only	\$46,878	\$43,899	\$89,427	\$12,000
	HD classes only	\$28,059	\$25,000	\$100,914	\$9,250
	Both WD and HD classes	\$25,364	\$23,000	\$81,246	\$12,000
2016/17	WD classes only	\$45,818	\$44,060	\$108,031	\$12,000
	HD classes only	\$29,554	\$26,000	\$103,914	\$8,700
	Both WD and HD classes	\$26,909	\$24,441	\$88,234	\$11,300

Note: Figures of the 2016/17 school year are provisional.

- End -

CONTROLLING OFFICER'S REPLY**EDB405****(Question Serial No. 5589)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (2) Pre-primary EducationControlling Officer: Permanent Secretary for Education (Mrs Marion LAI)Director of Bureau: Secretary for EducationQuestion:

Please set out kindergarten (KG) teachers' wastage rate (no longer teaching kindergarten) and job-switch rate (teaching in another KG) in the past 5 years by kindergarten type.

	Local non-profit-making (NPM) KG joining the Pre-primary Education Voucher Scheme (PEVS) (excluding Former Aided Child Care Centre (FAC))			FAC		Local NPM KG not joining PEVS			Local private independent (PI) KG			Non-local KG		
	with whole-day (WD) classes only	with half-day (HD) classes only	with both WD and HD classes	with WD class only	with both WD and HD classes	with WD classes only	with HD classes only	with both WD and HD classes	with WD classes only	with HD classes only	with both WD and HD classes	with WD classes only	with HD classes only	with both WD and HD classes
Full-time (FT) teachers' wastage rate														
FT teachers' job-switch rate														

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 5019)Reply:

The respective wastage rate (Note 1) and job-switching rate (Note 2) for teachers in local non-profit-making (NPM) kindergartens (KGs) under the Pre-primary Education Voucher Scheme (PEVS) (excluding former aided child care centres (FACs)), FACs, local NPM KGs not under PEVS, local private independent (PI) KGs and non-local KGs from the 2012/13 to 2016/17 school years are tabulated below. For breaking down the data into KGs with half-day (HD), whole-day (WD) and both HD and WD classes as requested, given the small number of KGs and teachers under individual breakdown items, the percentage will be misleading as it will change greatly even for small changes in the number of teachers. Hence, it is more appropriate to provide the overall wastage rate and job-switching rate.

(a) Wastage rate

School Year	Wastage Rate (Note 3)				
	Local NPM PEVS KGs (excluding FACs)	FACs	Local NPM KGs not under PEVS	Local PI KGs	Non-local KGs
2012/13	7.8%	6.7%	12.3%	13.3%	19.9%
2013/14	7.4%	6.8%	10.1%	12.6%	17.2%
2014/15	8.8%	7.6%	8.8%	13.9%	15.8%
2015/16	8.0%	7.0%	7.3%	14.4%	18.1%
2016/17 (Note 4)	9.8%	9.6%	10.5%	15.4%	16.0%

(b) Job-switching rate

School Year	Job-switching Rate (Note 3)				
	Local NPM PEVS KGs (excluding FACs)	FACs	Local NPM KGs not under PEVS	Local PI KGs	Non-local KGs
2012/13	10.4%	9.9%	13.0%	9.4%	7.1%
2013/14	10.0%	8.3%	8.4%	11.3%	5.3%
2014/15	9.6%	9.2%	11.0%	11.2%	7.4%
2015/16	9.6%	8.6%	8.7%	12.1%	7.4%
2016/17 (Note 4)	8.4%	7.4%	10.5%	10.3%	13.2%

Note:

1. “Wastage rate” refers to the number of drop-out teachers as a percentage of the total number of teachers in KGs concerned as at mid-September of the preceding school year. “Drop-out teacher” refers to the teachers who had served in a KG concerned 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.
2. “Job-switching rate” refers to the number of job-switching teachers as a percentage of the total number of teachers in KGs concerned as at mid-September of the preceding school year. “Job-switching Teacher” refers to the teachers who had served in a KG concerned as at mid-September of the preceding school year but left that KG as at mid-September of the school year concerned for serving in another KG.
3. The figures cover all KG teachers regardless full-time or not. In compiling information on KG teachers as reference for planning policies on KG education, our concern is the overall profile and situation in different types of KGs. We do not compile teachers’ information on the basis of full-time and part-time employment except their salary which is directly related to the working hours.
4. The figures of the 2016/17 school year are provisional.

- End -

CONTROLLING OFFICER'S REPLY**EDB406****(Question Serial No. 5590)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

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

Director of Bureau: Secretary for Education

Question:

Please provide the wastage rate of full-time kindergarten teachers by their length of service in the past 5 years:

Wastage rate of full-time teachers					
Length of service	Local non-profit-making kindergartens participating in the Pre-primary Education Voucher Scheme (PEVS) (except former aided child care centres)	Former aided child care centres	Local non-profit-making kindergartens not participating in the PEVS	Local private independent kindergartens	Non-local kindergartens
0-5 year(s)					
6-10 years					
11-15 years					
Over 15 years					

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 5020)

Reply:

The respective wastage rates (Note 1) of teachers by their length of service in local non-profit-making (NPM) kindergartens (KGs) under the Pre-primary Education Voucher Scheme (PEVS) (excluding former aided child care centres (FACs)) and FACs from the 2012/13 to 2016/17 school years are tabulated below. As regards similar breakdowns for local NPM KGs not under PEVS, local private independent (PI) KGs and non-local KGs, given the small number of these types of KGs and their teachers under individual breakdown items, the percentage will be misleading as it will change greatly even for small changes in the number of teachers. Hence, it is more appropriate to provide the overall wastage rate for these types of KGs.

(i) 2012/13 school year:

Length of service	Wastage rate (Note 2)				
	Local NPM KGs under PEVS (except FACs)	FACs	Local NPM KGs not under PEVS	Local PI KGs	Non-local KGs
0-5 year(s)	12.0%	7.5%	12.3%	13.3%	19.9%
6-10 years	8.6%	5.8%			
11-15 years	6.3%	7.2%			
Over 15 years	6.3%	6.2%			

(ii) 2013/14 school year:

Length of service	Wastage rate (Note 2)				
	Local NPM KGs under PEVS (except FACs)	FACs	Local NPM KGs not under PEVS	Local PI KGs	Non-local KGs
0-5 year(s)	10.2%	10.0%	10.1%	12.6%	17.2%
6-10 years	8.9%	3.3%			
11-15 years	7.4%	6.4%			
Over 15 years	5.4%	6.2%			

(iii) 2014/15 school year:

Length of service	Wastage rate (Note 2)				
	Local NPM KGs under PEVS (except FACs)	FACs	Local NPM KGs not under PEVS	Local PI KGs	Non-local KGs
0-5 year(s)	11.1%	9.8%	8.8%	13.9%	15.8%
6-10 years	10.7%	5.1%			
11-15 years	8.7%	6.7%			
Over 15 years	6.9%	7.1%			

(iv) 2015/16 school year:

Length of service	Wastage rate (Note 2)				
	Local NPM KGs under PEVS (except FACs)	FACs	Local NPM KGs not under PEVS	Local PI KGs	Non-local KGs
0-5 year(s)	10.4%	7.8%	7.3%	14.4%	18.1%
6-10 years	10.3%	6.1%			
11-15 years	6.6%	6.4%			
Over 15 years	6.2%	6.8%			

(v) 2016/17 school year (Note 3):

Length of service	Wastage rate (Note 2)				
	Local NPM KGs under PEVS (except FACs)	FACs	Local NPM KGs not under PEVS	Local PI KGs	Non-local KGs
0-5 year(s)	11.4%	10.8%	10.5%	15.4%	16.0%
6-10 years	12.3%	11.3%			
11-15 years	8.3%	8.3%			
Over 15 years	8.5%	8.5%			

Note:

1. “Wastage rate” refers to the number of drop-out teachers as a percentage of the total number of teachers in KGs concerned as at mid-September of the preceding school year. “Drop-out teacher” refers to the teachers who had served in a KG concerned 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.
2. The figures cover all KG teachers regardless full-time or not. In compiling information on KG teachers as reference for planning policies on KG education, our concern is the overall profile and situation in different types of KGs. We do not compile teachers’ information on the basis of full-time and part-time employment except their salary which is directly related to the working hours.
3. The figures of the 2016/17 school year are provisional.

- End -

CONTROLLING OFFICER'S REPLY**EDB407****(Question Serial No. 5591)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

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

Director of Bureau: Secretary for Education

Question:

Please provide the job-switch rate of full-time kindergarten teachers by their length of service in the past 5 years:

Job-switch rate of full-time teachers					
Length of service	Local non-profit-making kindergartens participating in the Pre-primary Education Voucher Scheme (PEVS) (except former aided child care centres)	Former aided child care centres	Local non-profit-making kindergartens not participating in the PEVS	Local private independent kindergartens	Non-local kindergartens
0-5 year(s)					
6-10 years					
11-15 years					
Over 15 years					

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 5021)

Reply:

The job-switching rate (Note 1) for teachers by their length of service in local non-profit-making (NPM) kindergartens (KGs) under the Pre-primary Education Voucher Scheme (PEVS) (excluding former aided child care centres (FACs)) and FACs from the 2012/13 to 2016/17 school years are tabulated below. As regards similar breakdowns for local NPM KGs not under PEVS, local private independent (PI) KGs and non-local KGs, given the small number of these types of KGs and their teachers under individual breakdown items, the percentage will be misleading as it will change greatly even for small changes in the number of teachers. Hence, it is more appropriate to provide the overall job-switching rate for these types of KGs.

(i) 2012/13 school year:

Length of service	Job-switching Rate (Note 2)				
	Local NPM KGs under PEVS (except FACs)	FACs	Local NPM KGs not under PEVS	Local PI KGs	Non-local KGs
0-5 year(s)	16.2%	16.1%	13.0%	9.4%	7.1%
6-10 years	10.5%	10.3%			
11-15 years	10.3%	9.5%			
Over 15 years	7.8%	6.1%			

(ii) 2013/14 school year:

Length of service	Job-switching Rate (Note 2)				
	Local NPM KGs under PEVS (except FACs)	FACs	Local NPM KGs not under PEVS	Local PI KGs	Non-local KGs
0-5 year(s)	17.1%	12.9%	8.4%	11.3%	5.3%
6-10 years	9.3%	6.5%			
11-15 years	9.2%	8.6%			
Over 15 years	6.8%	5.8%			

(iii) 2014/15 school year:

Length of service	Job-switching Rate (Note 2)				
	Local NPM KGs under PEVS (except FACs)	FACs	Local NPM KGs not under PEVS	Local PI KGs	Non-local KGs
0-5 year(s)	15.2%	13.0%	11.0%	11.2%	7.4%
6-10 years	10.8%	7.6%			
11-15 years	8.8%	9.7%			
Over 15 years	6.2%	6.5%			

(iv) 2015/16 school year:

Length of service	Job-switching Rate (Note 2)				
	Local NPM KGs under PEVS (except FACs)	FACs	Local NPM KGs not under PEVS	Local PI KGs	Non-local KGs
0-5 year(s)	15.5%	12.6%	8.7%	12.1%	7.4%
6-10 years	11.2%	11.5%			
11-15 years	7.9%	5.9%			
Over 15 years	5.5%	5.4%			

(v) 2016/17 school year (Note 3):

Length of service	Job-switching Rate (Note 2)				
	Local NPM KGs under PEVS (except FACs)	FACs	Local NPM KGs not under PEVS	Local PI KGs	Non-local KGs
0-5 year(s)	14.0%	12.6%	10.5%	10.3%	13.2%
6-10 years	6.9%	7.7%			
11-15 years	6.3%	4.6%			
Over 15 years	5.0%	3.6%			

Note:

1. “Job-switching rate” refers to the number of job-switching teachers as a percentage of the total number of teachers in KGs concerned as at mid-September of the preceding school year. “Job-switching Teacher” refers to the teachers who had served in a KG concerned as at mid-September of the preceding school year but left that KG as at mid-September of the school year concerned for serving in another KG.
2. The figures cover all KG teachers regardless full-time or not. In compiling information on KG teachers as reference for planning policies on KG education, our concern is the overall profile and situation in different types of KGs. We do not compile teachers’ information on the basis of full-time and part-time employment except their salary which is directly related to the working hours.
3. The figures of the 2016/17 school year are provisional.

- End -

CONTROLLING OFFICER'S REPLY**EDB408****(Question Serial No. 5592)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

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

Director of Bureau: Secretary for Education

Question:

Please provide the average indoor and outdoor spaces (including all activity areas but not ancillary facilities) per person provided in kindergartens in 2001, 2006, 2011 and 2016, with a breakdown by kindergarten type.

		Local non-profit-making kindergartens (excluding Former Aided Child Care Centre)	Former Aided Child Care Centre	Local private independent kindergartens	Non-local kindergartens	
Average indoor space per person	Average					
	Median					
	Highest					
	Lowest					
Average outdoor space per person	Average					
	Median					
	Highest					
	Lowest					

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 5022)

Reply:

The kindergarten (KG) sector is characterised by a high level of diversity, vibrancy and flexibility in operation. KGs are located in a variety of premises, such as self-acquired or self-owned premises, privately leased premises, or public housing estates. While there are requirements in respect of the minimum floor space for each KG student in a classroom and the number of students permitted in each classroom, the overall provision of space and facilities for their students is a school-based arrangement. The Education Bureau has not collected detailed information on the area of their facilities such as indoor and outdoor play areas, and are therefore unable to provide the information as requested.

- End -

CONTROLLING OFFICER'S REPLY**EDB409****(Question Serial No. 5593)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

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

Director of Bureau: Secretary for Education

Question:

Please provide the average indoor and outdoor spaces per person provided in kindergartens in 2001, 2006, 2011 and 2016, with a breakdown by 18 districts.

	Local non-profit-making kindergartens (including Former Aided Child Care Centres) joining the Pre-primary Education Voucher Scheme			
	Average indoor space per person (average)	Average indoor space per person (median)	Average outdoor space per person (average)	Average outdoor space per person (median)
Central & Western District				
Eastern District				
Islands District				
Southern District				
Wan Chai District				
Kwai Tsing District				
Tsuen Wan District				
Tuen Mun District				
Yuen Long District				
North District				
Sha Tin District				
Tai Po District				
Kowloon City District				
Kwun Tong District				
Sai Kung District				
Sham Shui Po District				
Wong Tai Sin District				
Yau Tsim Mong District				
Total				

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 5023)

Reply:

The kindergarten (KG) sector is characterised by a high level of diversity, vibrancy and flexibility in operation. KGs are located in a variety of premises, such as self-acquired or self-owned premises, privately leased premises, or public housing estates. While there are requirements in respect of the minimum floor space for each KG student in a classroom and the number of students permitted in each classroom, the overall provision of space and facilities for their students is a school-based arrangement. The Education Bureau has not collected detailed information on the area of their facilities such as indoor and outdoor play areas, and are therefore unable to provide the information as requested.

- End -

CONTROLLING OFFICER'S REPLY**EDB410****(Question Serial No. 5624)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not SpecifiedProgramme: (2) Pre-primary Education, (3) Primary Education, (4) Secondary Education, (5) Special Education, (7) Post-secondary Education, Vocational and Professional EducationControlling Officer: Permanent Secretary for Education (Mrs Marion LAI)Director of Bureau: Secretary for EducationQuestion:

1. Please provide the total number of students with special educational needs (SEN) in the territory by school type and the eight types of SEN for the past 5 years.
2. Please provide the distribution of the numbers of students with SEN by District Council district, as well as their proportions in the total number of students in their respective districts for the past 5 years. 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. Please provide the number of students with SEN studying in public sector mainstream primary and secondary schools by grade level and major SEN Types for the past 5 years.
4. Please provide the number of students with SEN studying in public sector mainstream primary and secondary schools by severity (i.e. tiers 1, 2 and 3) and type of SEN for the past 5 school years (calculated from the first date of each school year which usually fell on the first of September).

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 3017)Reply:

(1) to (4)

The number of students with special educational needs (SEN) studying in public sector mainstream primary and secondary schools by grade levels and by the eight types of SEN from the 2012/13 to 2016/17 school years is set out at Appendix 1. The number of students with SEN studying in English Schools Foundation schools, other international schools, and private independent schools from the 2012/13 to 2016/17 school years is set out at Appendix 2. As support services for children with 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.

All schools are requested to adopt the Whole School Approach to support students with SEN through the 3-Tier Intervention Model, taking into account their support needs. To help schools cater for their students with SEN, EDB has been providing public sector schools with additional resources, professional support and teacher training. 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. The distribution of public sector mainstream primary schools

and secondary schools eligible for Learning Support Grant, that is calculated according to the number of students with SEN requiring tier-2 or tier-3 support, by range of number of students with SEN requiring tier-2 and tier-3 support from the 2012/13 to 2016/17 school years is set out in Appendix 3.

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 2012/13 to 2016/17 academic years is set out at Appendix 4.

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.

**Number of students with special educational needs (SEN) studying in
public sector mainstream primary and secondary schools
from the 2012/13 to 2016/17 school years** (Note 1)

Specific Learning Difficulties	P1 <small>(Note 2)</small>	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2012/13	20	533	1 645	1 943	2 084	2 163	2 267	1 822	1 792	1 344	1 041	779
2013/14	18	437	1 770	1 862	1 984	2 115	2 297	2 141	1 810	1 601	1 105	934
2014/15	13	318	1 806	2 047	1 892	2 013	2 259	2 214	2 102	1 639	1 322	982
2015/16	8	285	1 920	2 101	2 133	1 918	2 198	2 137	2 210	1 882	1 386	1 203
2016/17	2	206	2 142	2 231	2 136	2 144	2 155	2 064	2 121	2 011	1 599	1 309

Intellectual Disability	P1 <small>(Note 2)</small>	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2012/13	67	88	113	181	161	154	149	168	195	153	164	103
2013/14	97	88	98	130	181	157	183	137	175	161	125	145
2014/15	76	120	126	103	134	181	180	182	152	145	130	116
2015/16	87	89	140	122	95	130	219	168	181	117	121	122
2016/17	86	119	107	130	124	105	169	199	167	151	109	112

Autism Spectrum Disorders	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2012/13	496	542	487	469	425	417	294	258	245	208	179	123
2013/14	547	662	624	533	502	444	396	345	298	246	199	179
2014/15	571	684	746	694	574	532	435	442	371	314	233	190
2015/16	633	803	816	814	750	604	495	471	497	384	309	227
2016/17	683	841	943	894	874	784	588	533	509	490	376	306

Attention Deficit / Hyperactivity Disorder	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2012/13	57	186	414	535	634	628	577	567	486	362	228	113
2013/14	45	200	508	648	700	751	710	709	589	482	320	204
2014/15	77	207	515	807	853	811	847	797	736	552	418	291
2015/16	133	260	605	827	1 023	1 005	938	983	846	716	486	381
2016/17	159	311	675	967	1 068	1 169	1 114	1 094	1 008	801	615	461

Physical Disability	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2012/13	13	23	22	15	22	31	33	42	45	41	47	38
2013/14	12	18	23	25	16	21	32	37	43	46	33	44
2014/15	12	16	21	23	26	16	18	33	47	46	38	34
2015/16	18	15	15	17	25	26	18	21	36	47	38	34
2016/17	12	27	16	19	16	24	26	18	23	41	44	38

Visual Impairment	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2012/13	2	3	5	7	4	11	8	18	19	21	19	13
2013/14	4	5	3	5	7	4	12	12	19	18	20	19
2014/15	6	5	5	3	5	7	3	14	13	24	19	20
2015/16	7	8	6	5	3	5	8	3	16	13	23	19
2016/17	1	8	8	7	4	1	7	9	11	18	12	21

Hearing Impairment	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2012/13	35	34	42	48	49	57	66	58	72	63	80	79
2013/14	38	36	43	44	51	52	60	68	55	76	58	83
2014/15	44	46	38	46	44	56	57	69	71	63	69	54
2015/16	36	49	59	46	44	45	63	58	72	74	59	68
2016/17	46	43	53	62	50	42	42	58	59	71	65	56

Speech & Language Impairment	P1 (Note 2)	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2012/13	30	890	445	268	189	117	73	39	22	22	21	13
2013/14	36	815	447	271	178	130	65	41	40	19	18	24
2014/15	17	916	440	261	146	112	70	48	47	23	29	23
2015/16	31	772	585	361	209	141	107	36	51	49	31	26
2016/17	18	872	601	469	337	220	135	74	58	37	22	28

Note:

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

Number of students with special educational needs (SEN) in English Schools Foundation (ESF) schools, other international schools, and private independent schools (PIS) from the 2012/13 to 2016/17 School Years

School Year	ESF		PIS		Other International		Total	
	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary
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
2016/17	245	565	172	231	323	179	740	975

Note:

1. The figures denote the position as at September of the respective school years.
2. Statistics cover students with SEN under integrated classes / special classes / special schools in PIS, ESF and other 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.

* 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 from 2015/16 onwards they have standardised their practice by requiring all ESF schools to include in their returns to the student enrolment survey 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 as compared with previous years.

Table 1

**Distribution of public sector mainstream primary and secondary schools eligible for the Learning Support Grant (LSG)
by range of number of students with special educational needs (SEN) requiring tier-2 support from the 2012/13 to 2016/17 school years**

Range of students with SEN requiring tier-2 support	No. of schools									
	2012/13		2013/14		2014/15		2015/16		2016/17	
	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary
0	0	32	1	17	1	7	0	2	1	2
1-10	23	115	18	107	15	92	15	81	11	57
11-20	35	57	35	65	28	72	26	72	26	77
21-30	50	38	53	33	47	41	35	49	26	56
31-40	73	30	62	38	56	27	55	27	47	27
41-50	55	34	66	22	68	31	63	22	62	26
51-60	41	28	44	27	52	31	51	25	62	19
61-70	18	12	16	29	23	17	33	21	37	25
71-80	4	9	3	11	10	21	19	25	22	25
81-90	1	13	3	11	3	16	7	17	9	15
91-100	1	5	0	10	1	8	4	13	8	18
More than 100	0	6	0	12	0	20	2	28	3	35

Table 2

**Distribution of public sector mainstream primary and secondary schools eligible for the Learning Support Grant (LSG)
by range of number of students with special educational needs (SEN) requiring tier-3 support from the 2012/13 to 2016/17 school years**

Range of students with SEN requiring tier-3 support	No. of schools									
	2012/13		2013/14		2014/15		2015/16		2016/17	
	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary
0	38	106	39	90	41	90	42	77	39	72
1-5	243	263	243	281	243	284	253	294	259	295
6-10	13	5	16	7	14	5	10	6	11	8
11-15	4	2	0	2	2	1	1	3	1	4
16-20	0	0	0	0	0	0	1	0	2	1
More than 20	3	3	3	2	4	3	3	2	2	2

Number of students with special educational needs (SEN) ^(Note 1) pursuing full-time locally-accredited sub-degree and undergraduate programmes from the 2012/13 to 2016/17 academic years

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	Non-UGC funded	Total	UGC-funded	Non-UGC funded	Total
Specific Learning Difficulties	0	154	154	19	25	44
Intellectual Disability ^(Note 2)	N.A.	0	0	N.A.	0	0
Autism Spectrum Disorders	0	51	51	13	9	22
Attention Deficit / Hyperactivity Disorder	0	52	52	13	24	37
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	123	42	165
Total	9	538	547	339	160	499

2016/17 Academic Year	Sub-degree			Undergraduate		
	UGC-funded (Note 5)	Non-UGC funded	Total	UGC-funded (Note 5)	Non-UGC funded	Total
Specific Learning Difficulties	1	228	229	30	32	62
Intellectual Disability ^(Note 2)	N.A.	0	0	N.A.	0	0
Autism Spectrum Disorders	0	74	74	18	10	28
Attention Deficit / Hyperactivity Disorder	1	80	81	19	27	46
Physical Disability	0	47	47	48	11	59
Visual Impairment	0	31	31	32	20	52
Hearing Impairment	2	57	59	83	27	110
Speech and Language Impairment	0	44	44	8	4	12
Others ^(Note 3)	9	108	117	129	58	187
Total	13	669	682	367	189	556

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**EDB411****(Question Serial No. 5625)**

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

Please provide the numbers of primary and secondary school teachers in the territory who have pursued the Basic, Advanced and Thematic Courses (BAT Courses) on special education and the cumulative number of these teachers for the past 5 school years.

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 3018)

Reply:

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. The number of teachers who attended the BAT Courses from the 2011/12 to 2015/16 school years is as follows:

Course	Teachers	School Year					Total
		2011/12	2012/13	2013/14	2014/15	2015/16	
Basic	Primary	156	136	232	230	229	983
	Secondary	234	373	412	360	418	1 797
Advanced	Primary	174	103	103	83	116	579
	Secondary	237	176	169	101	169	852
Thematic	Primary	610	160	226	167	208	1 371
	Secondary	417	255	338	347	286	1 643

- End -

CONTROLLING OFFICER'S REPLY

EDB412

(Question Serial No. 5626)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (5) Special Education

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

Director of Bureau: Secretary for Education

Question:

(1) Please provide the number of Native-speaking English Teachers (NETs) currently employed by each special school and list the average teacher-to-student ratio of each NET.

(2) Please provide the total number of NETs currently employed by all the public sector primary and secondary schools in the territory and list the average teacher-to-student ratio of each NET.

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 3020)

Reply:

(1) and (2)

In the 2016/17 school year, 461 and 403 NETs are engaged in public sector primary schools and secondary schools respectively, including 19 NETs engaged in special schools. NETs serve mainly as resource teachers for the English Language subject and, together with other English teachers, seek to provide an environment conducive to students communicating in English. In addition to undertaking teaching duties, NETs support and collaborate with other English teachers to create a favourable English learning environment and to facilitate the implementation of the school-based curriculum and execution of subject-related tasks. As the provision of NETs is on a school basis and there are great variations in the number of classes and students, as well as in the deployment of NETs among schools, information about the average teacher-to-student ratio of each NET is not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB413

(Question Serial No. 5627)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (5) Special Education

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

Director of Bureau: Secretary for Education

Question:

Please state the current average ratio of educational psychologist to public sector primary and secondary schools under the School-based Educational Psychology Service. The Government has proposed to further enhance the School-based Educational Psychology Service from the 2016/17 school year by progressively improving the ratio of educational psychologist to schools to 1:4 for public sector schools with a large number of students with special educational needs. To reach this target, how much time does the Government expect to take?

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 3021)

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). The Government has further enhanced 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 from the 2016/17 school year. By the 2017/18 school year, the enhanced provision will cover about 80 primary and secondary schools. The EDB will continue to keep in view service needs of schools as a whole and the provision of EPs in the market. As and when necessary, we will liaise with local universities for meeting the manpower demand in order to continuously enhance the support to schools in catering for students' diverse needs.

- End -

CONTROLLING OFFICER'S REPLY**EDB414****(Question Serial No. 5628)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (5) 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, other assistive devices (please specify the type of devices) and sign language interpretation service in the special education system and integrated education system respectively for the past 5 years?

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 3022)

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 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.

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 braille staff 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 for all mainstream schools, professional support and teacher training. The additional resources include Learning Support Grant, Enhanced Speech Therapy Grant, additional teachers under different programmes, Top-up Fund for procurement of special furniture/equipment or carrying out minor conversion work for students with disabilities, etc. Schools are required to pool school resources and deploy them holistically and flexibly to render appropriate support services to students with SEN based on their needs, including procurement of assistive devices, employment of additional teachers, teaching assistants or hiring professional services such as speech therapy services. 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

EDB415

(Question Serial No. 5629)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not specified
Programme: (8) Policy and Support
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

At the frontline implementation level, is there currently any communication and collaboration mechanism between the Education Bureau and the district offices of the Social Welfare Department to support families of students with special educational needs?

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 3025)

Reply:

Schools deliver multifarious teaching strategies and counselling services to cater for students' different abilities and aptitude, with a view to helping students, including the students with special educational needs, cope with their learning difficulties as well as solving their behavioral problems, with the concerted effort of teachers and professional staff (including school social workers, student guidance personnel and school-based educational psychologists, etc.) under the Whole School Approach. If students are found to have family problems, the school social workers or student guidance personnel will refer the cases to the casework service units of the Social Welfare Department (SWD) or non-governmental organisations (NGOs) for their follow up actions as appropriate. The social workers of the SWD/NGOs will provide follow-up services for these students and their families, as deemed necessary, while the school social workers and student guidance personnel will co-work with them and act as an informant or mediator to keep in view of the students' condition at school. The social workers of the SWD/NGOs may also liaise with the Education Bureau on matters such as school placement and boarding service where necessary. If the cases are suspected to involve grave family problems such as child abuse, schools should follow the Procedural Guide for Handling Child Abuse Cases of the SWD to consult the Family and Child Protective Services Unit of the SWD for appropriate actions so as to safeguard the safety of the children.

- End -

CONTROLLING OFFICER'S REPLY**EDB416****(Question Serial No. 5630)**

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 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: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 3027)

Reply:

It has all along been EDB's policy objective to put vacant school premises (VSP) into gainful use. 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, and the educational needs and relevant policy initiatives 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.

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 inform PlanD and other relevant departments (such as the Lands Department (LandsD) and the Housing Department (HD)) for PlanD's consideration of suitable alternative long-term uses in accordance with the central clearing house mechanism.

As at end-February 2017, there are 18 VSP and two partial VSP under EDB's purview which are earmarked/retained for school or other educational uses (including those not yet been confirmed as being no longer required by EDB). Information on these premises is set out in the table below:

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)
1	Wanchai	2006/07	2 000
2	Wanchai	2007/08	6 500
3	Eastern	2011/12	600# [Partly vacant]
4	Southern	2012/13	6 000
5	Kwun Tong	2011/12	2 900
6	Kowloon City	2013/14	3 200
7	Wong Tai Sin	2016/17	2 400

8	Wong Tai Sin	2016/17	3 700
9	Wong Tai Sin	2016/17	(Total)
10	Sham Shui Po	2013/14	3 700
11	Sham Shui Po	2010/11	2 200
12	Sha Tin	2015/16	3 900
13	Sha Tin	2011/12	5 800#
14	Sha Tin	2010/11	3 900#
15	Sha Tin	2010/11	2 600# [Partly vacant]
16	Tai Po	2006/07	5 200#
17	Tai Po	1999/00	2 400
18	Tsuen Wan	2010/11	3 600#
19	Tuen Mun	2010/11	5 300#
20	Islands	2006/07	5 800

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.

- End -

CONTROLLING OFFICER'S REPLY**EDB417****(Question Serial No. 5631)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (5) Special Education

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

Director of Bureau: Secretary for Education

Question:

1. Please provide the total number of non-Chinese students studying in public sector schools in the past 5 years, with a breakdown by type of school and class level.
2. Please provide the number of public sector school leavers who dropped out without completing senior secondary education in the past 5 years, with a breakdown by last grade studied and ethnicity.
3. Please provide by class level the total number of non-Chinese students with special educational needs who studied in public sector schools, and among them, the number of school leavers who dropped out without completing senior secondary education, with a breakdown by last grade studied and ethnicity, in the past 5 years.

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 3028)

Reply:

- (1) The total number of ethnic minority (EM) students in public sector schools by grade and by sector from the 2012/13 to 2016/17 school years is detailed at Appendix 1.
- (2) & (3)

It is the Government's policy to provide 12-year free primary and secondary education in public sector schools of which universal basic education for children aged between 6 and 15 is compulsory. Schools are required to report to the Education Bureau (EDB) on the 7th day of students' continuous absence, irrespective of their class levels. EDB would provide support services to identified non-attendance cases with a view to bringing students back to school at the earliest opportunity and does not further classify these cases. The number of non-attendance students at S4 to S6 levels reported by public sector schools between 2012/13 to 2015/16 school years is tabulated below. Information for the 2016/17 school year is not yet available.

School year Grade Level	2012/13	2013/14	2014/15	2015/16
S4	1 452	1 370	1 533	1 010
S5	919	837	1 041	645
S6	6	3	8	11

We do not readily have breakdown of the non-attendance students by ethnic group or information in relation to special educational needs (SEN) of these students as schools need not provide such information in their report to EDB.

The number of EM students with SEN who are non-Chinese speaking (NCS) in public sector schools by grade level and by ethnicity from the 2012/13 to 2016/17 school years is set out at the Appendix 2. 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.

Number of Ethnic Minority Students in Public Sector Schools by Grade and by Sector from the 2012/13 to 2016/17 School Years

Level	Grade	2012/13			2013/14			2014/15			2015/16			2016/17		
		Government	Aided	Caput	Government	Aided	Caput	Government	Aided	Caput	Government	Aided	Caput	Government	Aided	Caput
Primary	P1	185	1 001		212	1 070		244	1 157		220	1 158		216	1 158	
	P2	183	948		181	1 047		217	1 134		246	1 171		244	1 197	
	P3	196	887		188	961		198	1 038		233	1 162		256	1 171	
	P4	253	906		207	893		187	985		210	1 037		244	1 175	
	P5	236	927		258	912		207	904		201	983		219	1 037	
	P6	206	848		237	914		263	908		210	890		197	980	
	P1-P6	1 259	5 517		1 283	5 797		1 316	6 126		1 320	6 401		1 376	6 718	
Secondary	S1	107	533	-	101	552	-	116	753	-	112	838	-	81	764	-
	S2	128	474	1	117	529	-	100	507	-	107	696	-	104	750	1
	S3	132	476	1	123	481	1	115	542	-	99	529	-	104	686	-
	S4	120	354	-	130	471	1	121	501	1	113	551	-	105	557	-
	S5	99	275	-	104	297	-	132	411	1	107	441	1	103	481	-
	S6	69	168	-	96	234	-	97	261	-	128	378	1	107	411	1
	S1-S6	655	2 280	2	671	2 564	2	681	2 975	2	666	3 433	2	604	3 649	2
Total		1 914	7 797	2	1 954	8 361	2	1 997	9 101	2	1 986	9 834	2	1 980	10 367	2

Notes:

(1) Figures refer to the position as at September of the respective school years.

(2) Figures cover students studying in ordinary public sector primary and secondary day schools, but not special schools. There are caput schools at secondary level only.

**Number of ethnic minority students with special educational needs who are non-Chinese speaking
in public sector mainstream schools by grade level and by ethnicity
from the 2012/13 to 2016/17 school years**

2012/13 school year

Ethnicity	Special School	Mainstream Primary School						Mainstream Secondary School					
		P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
Indonesian	1												
Filipino	34	2	3	5	3	6	1	6	1	2		2	1
Indian	16	1	1	5	2	3	2	1	2	2			
Pakistani	90	3	18	18	13	8	11	9	12	9	3	3	3
Nepalese	36	1	11	5	4		1	3		1	1		
Japanese	5												
Thai	1		3	3	2	2					1		
Korean	3		1										
Other Asian	0		1										
White	4	1	2	3	4	6			1	1			
Others	17		5	4	2	2	3	1		1			

2013/14 school year

Ethnicity	Special School	Mainstream Primary School						Mainstream Secondary School					
		P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
Indonesian	4												
Filipino	39		7	2	8	3	8	1	5	1	2		2
Indian	25		2	4	1	2	3	2	2	2	2		
Pakistani	102	2	21	14	24	13	11	13	11	13	10	3	3
Nepalese	39	2	1	10	7	5		2	3	1		1	
Japanese	8							1					
Thai	4		4	2	2	3	2	1				1	
Korean	3			1	1								
Other Asian	3												
White	5		2	2	3	5	7	3		1			
Others	22	2	4	6	3	4	1	3	1	1	1		

2014/15 school year

Ethnicity	Special School	Mainstream Primary School						Mainstream Secondary School					
		P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
Indonesian	7		1				2						
Filipino	44		3	6	3	9	1	2	3	5		1	
Indian	28		3		3	1	1	2	2	3	1	2	
Pakistani	113		15	23	18	18	16	14	10	14	13	8	4
Nepalese	41	1	5	3	7	6	4	1	2	1			1
Japanese	11		1		1				1				
Thai	10		1	3	2	2	4	2	1			1	
Korean	3		1			1							
Other Asian	5				1	1							
White	9		1	4	1	4	5	2	1		1		
Others	18		3	4	5	3	4	1	1	1	1	1	

2015/16 school year

Ethnicity	Special School	Mainstream Primary School						Mainstream Secondary School					
		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		3	2	5	6	4	7	1	2	1	1	1

2016/17 school year

Ethnicity	Special School	Mainstream Primary School						Mainstream Secondary School					
		P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
Indonesian	10		2		2	2	1	1	1				
Filipino	58	1	8	5	6	7	4	5	2	3	3	3	3
Indian	27	1	5	2	3	3	5	1		2	3	1	1
Pakistani	136	3	9	17	32	35	29	20	19	10	14	10	11
Nepalese	45	4	12	15	9	4	4	2	2		3	1	1
Japanese	12			1	1						1		
Thai	8		1	4	4	4	6	6	2			1	
Korean	4		1	1									
Other Asian	7				1	1	1				1		
White	12		4	2	4	5	1	1		2			
Others	26	1	2	7	5	3	5	8	3	3	2	1	1

Notes:

1. The figures denote the position as at September of the respective school years.
2. Students whose spoken language at home is not Chinese are broadly categorised as NCS students. Figures above do not include students whose ethnicity is not Chinese but with Chinese as the spoken language at home.
3. Students from the hospital school are not included due to the transitional nature of the education service provided.

- End -

CONTROLLING OFFICER'S REPLY

EDB418

(Question Serial No. 5632)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (5) Special Education

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

Director of Bureau: Secretary for Education

Question:

Would the Education Bureau please provide, for the past 5 years, the total numbers of Chinese students with special educational needs who studied in a public sector school by class level and the number of them who dropped out of school without completing the senior secondary curriculum by class level when the student dropped out of school?

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 3029)

Reply:

The number of Chinese students with special educational needs (SEN) in public sector mainstream schools by class level from the 2012/13 to 2016/17 school years is set out at Appendix 1. The number of Chinese students in public sector special schools by primary and secondary section from the 2012/13 to 2016/17 school years is set out at Appendix 2. It is a common practice for special schools to adopt flexible grouping across class levels and individual education plans to cater for the SEN of the students. Presenting the number of students according to class levels cannot reflect the actual operation of special schools. Education Bureau does not capture SEN information of dropout or non-attending students who do not complete the senior secondary curriculum.

**Number of Chinese students with special educational needs
in public sector mainstream schools by class level
from the 2012/13 to 2016/17 school years**

School Year	Primary School						Secondary School					
	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2012/13	710	2 240	3 117	3 418	3 528	3 548	3 440	2 953	2 855	2 208	1 771	1 254
2013/14	789	2 214	3 467	3 454	3 571	3 633	3 720	3 464	3 007	2 631	1 872	1 623
2014/15	813	2 273	3 648	3 941	3 622	3 683	3 832	3 775	3 510	2 789	2 242	1 703
2015/16	938	2 241	4 092	4 222	4 228	3 820	3 994	3 845	3 878	3 256	2 435	2 065
2016/17	993	2 382	4 487	4 706	4 535	4 426	4 176	4 003	3 927	3 588	2 823	2 314

Note: The figures denote the position as at September of the respective school years and do not cover students from Direct Subsidy Scheme schools.

**Number of Chinese students in public sector special schools
by primary and secondary section from the 2012/13 to 2016/17 school years**

School Year	Primary Section	Secondary Section
2012/13	2 875	4 504
2013/14	2 863	4 422
2014/15	2 901	4 198
2015/16	2 929	4 067
2016/17	3 035	3 969

Notes:

1. The figures denote the position as at September of the respective school years.
2. Students from the Hospital school are not included due to the transitional nature of the education service provided.

- End -

CONTROLLING OFFICER'S REPLY

EDB419

(Question Serial No. 5705)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not specified
Programme: (3) Primary Education, (4) Secondary Education
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education

Question:

Please provide the timetable for “progressively improving the ratio of educational psychologist to schools to 1:4”, and its related estimates, the services provided by educational psychologists, and the ways schools identify and refer needy students to educational psychologists.

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 2483)

Reply:

The Government has further enhanced the School-based Educational Psychology Service 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 from the 2016/17 school year. By the 2017/18 school year, the enhanced provision will cover about 80 primary and secondary schools. Apart from helping the schools strengthen their preventive and developmental work, EPs pay more frequent visits to these schools for an average of 30 days per school year and provide comprehensive and regular follow-up to students as well as intervention services to the schools concerned based on their needs. The estimated expenditure for the enhanced provision for the 2016/17 and the 2017/18 school years is \$4 million and \$11 million respectively.

The Education Bureau 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. For students showing severe or persistent difficulties despite the intervention rendered, schools will refer them to EPs or other professionals as appropriate for assessment. Schools can also consult EPs on the educational needs of other students who manifest learning or emotional-behavioural difficulties. EPs will arrange assessment for the students or provide advice for the schools on the support strategies to cater for the students’ needs.

- End -

CONTROLLING OFFICER'S REPLY

EDB420

(Question Serial No. 5726)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) 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 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 level of the Qualifications Framework.

How does the EDB monitor the effectiveness of these programmes? Does the EDB have a list of indicators to evaluate the programmes? How are the students' progress tracked?

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 2506)

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 2016/17 school year is tabulated at Annex.

EDB monitors the programmes through lesson/activity observations, questionnaire surveys and review of the progress and final reports submitted as appropriate. For the Chinese Language Learning Support Centres, the University of Hong Kong would also submit evaluation reports on the learning progress of the students.

**Chinese language programmes for non-Chinese speaking (NCS) students
offered in collaboration with tertiary institutions and non-governmental organisations
in the 2016/17 school year**

Programme	Organisation commissioned to organise the programme	Target participants	Estimated expenditure in the 2016/17 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	The University of Hong Kong	NCS students in primary and secondary schools	3.9
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	1.72
Vocational Chinese Language Courses for NCS School Leavers, pegged at Level 1 or 2 of the Qualifications Framework with a view to enhancing the employability of NCS school leavers	(a) Vocational Training Council (b) School of Continuing and Professional Education, City University of Hong Kong	NCS school leavers	1.37

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**EDB421****(Question Serial No. 5727)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

The EDB has previously said that “all information related to school choices is available in both Chinese and English on the Bureau’s website,” and that the EDB is “committed to encouraging and supporting NCS students’ integration into the community”. Yet the executive summary on the review of the ‘Guide to Pre-Primary Curriculum’ (2006) in 2016 was only available in Chinese; parents’ talk are published on a very obscure page and the EDB did not promote events to ethnic minority parents when interpretation services have been arranged; even the webpage on “Chinese Language Curriculum Second Language Adapted Learning Framework” is in Chinese only.

Will the Government inform this Council of:

- (a) Whether all official information of the Education Bureau is available in both Chinese and English, our official languages;
- (b) The number of English-language parent briefing sessions conducted on the Kindergarten Admission, 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;
- (c) The number of dedicated briefing sessions conducted with simultaneous interpretation services for NCS parents on the Kindergarten Admission, 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;
- (d) 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 choices, that are only available in Chinese but not English;
- (e) 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 choices, that are available in both printed and web versions in Chinese but only available in web versions in English;
- (f) 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 choices, that are available in languages other than Chinese and English, and what languages they are available in;

- (g) 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; and
- (h) How will the EDB improve its communication with NCS parents and better promote EDB policies and school information to parents given not all information is equally bilingual?

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 2509)

Reply:

- (a) 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.
- (b)&(c) Notwithstanding that admission to Kindergartens (KGs) is a school-based matter, in 2014, the EDB introduced the Admission Arrangements for Nursery (K1) Classes in KGs (K1 Admission) for all KGs joining the Pre-primary Education Voucher Scheme for improving the KG admission procedure and better utilising the KG places. Starting from June 2014, briefing sessions have been organised for parents to facilitate their understanding of the K1 Admission, including dedicated briefing sessions conducted in English for non-Chinese speaking (NCS) parents. As a starting point, in 2014, one dedicated briefing session for NCS parents was organised in Yau Tsim Mong, and two sessions were organised in 2015 in Wong Tai Sin and Tuen Mun. The respective number of participants was 28 and 53 for 2014 and 2015. In 2016, we organised the briefing sessions in collaboration with the Support Service Centres for Ethnic Minorities funded by the Home Affairs Department with a view to better reaching out to NCS parents. Seven dedicated briefing sessions were organised in Kwai Tsing, Kwun Tong, Tuen Mun, Wan Chai, Wong Tai Sin, Yau Tsim Mong and Yuen Long. The total number of participants in 2016 was 157. Simultaneous interpretation services in major ethnic minority (EM) languages as appropriate to the participants are provided in all the above-mentioned briefing sessions. In addition to directly reaching out to NCS parents through the above-mentioned parent seminars, we also capitalise on non-governmental organisations which have established networks with the NCS communities in disseminating the information relating to K1 admission.

To facilitate participation of 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 nine 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.

- (d)&(e) 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.
- (f) 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 Chinese and English and there is a designated webpage on the education services for NCS students. We also provide NCS students and their parents with the list of information or publications published in both Chinese and English with translation into major EM languages as tabulated at Annex.
- (g) & (h) As elucidated in (f) 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 parents of NCS students) should take into account the aspirations and needs of their children when making school choices, and encouraging parents of NCS students 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 parents of NCS students. In tandem, EDB has been encouraging schools to organise parents' school visits on a school / district basis to enable parents (including parents of NCS students) to get to know more about the schools before making school choices. EDB has, starting from the 2015/16 school year, distributed the English version of the School Profiles to each NCS student to help their parents grasp the basic information of all public sector schools. EDB has encouraged schools to keep on enriching the contents of their English School Profiles and school websites. Besides, EDB has set up a hotline for NCS students and their parents with telephone interpretation arranged through the CHEER Centre funded by the Home Affairs Department.

In addition, starting from the 2014/15 school year, all schools admitting 10 or more NCS students have been provided with an additional funding ranging from \$800,000 to \$1,500,000 per year depending on the number of NCS students admitted. In addition to the implementation of the "Chinese Language Curriculum Second Language Learning Framework", schools receiving the 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 funding provided for appointment of EM assistants and/or procurement of translation services to strengthen communication with parents of NCS students and organise multi-cultural activities.

Information or publications published by EDB as mentioned in part (f)	Language versions besides English and Chinese
Non-Chinese Speaking Parent Information Package: Your Guide to Education in Hong Kong	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali
Notes on 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 Free Quality Kindergarten Education Scheme	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali
Leaflet on Admission Arrangements for K1 Classes in Kindergartens for the 2017/18 School Year	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali
Poster on Free Quality Kindergarten Education Scheme - Application for the 2017/18 School Year Registration Certificate for Kindergarten Admission	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali
Application Form and Guidance Notes on Application for Registration Certificate for Kindergarten Admission 2017/18	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
Information Note on One-off Grant for School-related Expenses to Kindergarten Students	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali
Communication Cue Cards for Non-Chinese Speaking Families in Kindergartens	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
Information Notes on Primary One Admission System Specifically for Non-Chinese Speaking Students	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
Primary One Admission – Notes to Parents on Central Allocation	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali
Leaflet on Summer Bridging Programme for Non-Chinese Speaking Students	Hindi, Bahasa Indonesia, 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 1 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
Applied Learning Chinese (for Non-Chinese Speaking Students) Information Leaflet	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali

- End -

CONTROLLING OFFICER'S REPLY**EDB422****(Question Serial No. 5728)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

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:

- (a) How many applicants checked the option "Cannot use Chinese as learning medium" on the "Application Form for Admission to Primary One" in the 2011/12, 2012/13, 2013/14, 2014/15, 2015/16, and 2016/17 school year admissions respectively; and
- (b) 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 2014/15, 2015/16, and 2016/17 school year admissions respectively.
- (c) Why providing Appendix 3 does not constitute a "labelling effect" on the listed schools and contribute towards the phenomenon of de facto segregation?

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 2510)

Reply:

- (a) The number of applicants who chose the option "Cannot use Chinese as learning medium" on the application form of Primary One Admission (POA) is 631, 665, 679, 700 and 756 in the 2012/13, 2013/14, 2014/15, 2015/16 and 2016/17 school years respectively.
- (b) The percentage of students who chose the option "Cannot use Chinese as learning medium" and were subsequently admitted by the listed schools is 52.3%, 48% and 46.4% in the 2014/15, 2015/16 and 2016/17 school years respectively.
- (c) The arrangements for part B of the Central Allocation under POA was revised in POA 2004 to enable children who chose the option "Cannot use Chinese as the learning medium" in the application form, like all applicant children, to choose schools in their residing school net so that they may benefit from the immersed Chinese language environment of the "mainstream" schools to

facilitate their early adaptation to the local education system and integration into the community. Having due consideration to the worries and needs of some non-Chinese speaking (NCS) students and parents, starting from POA 2005, EDB has adopted the flexible arrangements under which applicant children who chose the option “Cannot use Chinese as the learning medium” in the application form may choose, in addition to schools in their residing school net, the listed schools which are primary schools traditionally admitting NCS students. Stakeholders generally find that the flexible arrangements strike a balance among different interests and concerns, and agree with it. In tandem, EDB has appealed to parents of NCS students, through further revision to the Notes to Parents of NCS Children, to take into account the aspirations and needs of their children when making school choices and send their children to schools with an immersed Chinese language environment to facilitate their learning of the Chinese language. The Notes have been translated into major ethnic minority languages for easy reference by parents of NCS students.

- End -

CONTROLLING OFFICER'S REPLY**EDB423****(Question Serial No. 5729)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

A systematic data collection and collation mechanism is conducive to informing policy and decision-making. Data disaggregated by race, ethnicity, gender, age, and other variables is important to implementing effective evidence-based governance. In this regard, will the Government please inform the Council of:

- (a) The number of primary and secondary schools (government, aided and DSS) with 1 to 9 non-Chinese speaking (NCS) students in the 2013/14, 2014/15, 2015/16 and 2016/17 school years by district:

District	School year	Number of primary schools with 1 to 9 NCS students	Number of secondary schools with 1 to 9 NCS students
	2013/14		
	2014/15		
	2015/16		
	2016/17		

- (b) The number of primary and secondary schools (government, aided and DSS) in the 2013/14, 2014/15, 2015/16 and 2016/17 school years by district with the following breakdown of NCS students:

District	Percentage of NCS students among all students of the schools/ Number of primary schools / Number of secondary schools											
	Percentage of NCS students among all students of the school	0%	1% to 10%	11% to 20%	21% to 30%	31% to 40%	41% to 50%	51% to 60%	61% to 70%	71% to 80%	81% to 90%	91% to 100%
	Number of primary schools											
	Number of secondary schools											

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 2511)

Reply:

According to the information collected through the annual Student Enrolment Survey, the 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 these schools from the 2013/14 to 2016/17 school years are tabulated at [Annex](#). To avoid unnecessary misconception and possible

labelling on individual schools, we have been adopting a cautious approach and adhering to the established practice of not disclosing information that may indicate the situation of individual schools concerned in respect of issues such as the number or ratio of academically low achievers, students with special educational needs, students from needy families, NCS students, etc. admitted. We are gauging further views from the sector with a view to releasing more information relating to support for NCS students as far as practicable.

**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
from the 2013/14 to 2016/17 school years**

School year	Number of schools / Percentage of NCS students among all students of the schools	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								
2013/14	Number of schools	154	232	44	15	5	2	22
	Percentage of NCS students among all students of the schools	0%	0.1%-4.1%	1.2%-19.8%	3.7%-57.0%	7.2%-36.5%	17.9%-46.5%	22.1%-98.8%
2014/15	Number of schools	152	221	49	18	6	3	24
	Percentage of NCS students among all students of the schools	0%	0.1%-3.6%	1.3%-22.4%	4.2%-51.6%	6.8%-20.4%	14.6%-23.0%	21.0%-98.5%
2015/16	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%
2016/17	Number of schools	150	207	61	21	7	4	25
	Percentage of NCS students among all students of the schools	0%	0.1%-3.2%	1.0%-28.6%	2.9%-38.3%	8.1%-24.7%	15.5%-37.7%	16.3%-99.3%
Secondary schools								
2013/14	Number of schools	191	203	31	8	2	4	19
	Percentage of NCS students among all students of the schools	0%	0.1%-1.9%	1.0%-5.9%	2.5%-7.0%	4.5%-19.8%	10.2%-21.0%	11.6%-98.1%
2014/15	Number of schools	189	193	36	11	3	1	23
	Percentage of NCS students among all students of the schools	0%	0.1%-3.6%	1.1%-4.0%	2.5%-11.5%	4.5%-23.6%	23.8%	13.9%-98.7%
2015/16	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%
2016/17	Number of schools	180	175	48	18	7	1	25
	Percentage of NCS students among all students of the schools	0%	0.1%-2.4%	1.3%-7.4%	2.9%-9.9%	4.5%-26.1%	37.1%	13.0%-99.1%

Notes:

- Figures refer to the position as at September of the respective school years.
- The 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.

- End -

CONTROLLING OFFICER'S REPLY**EDB424****(Question Serial No. 5731)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

It has been said that the enrollment rate for Applied Learning Chinese (for non-Chinese speaking students) courses was at first so low that the entry requirement of the courses was lowered to make the number and there have been complaints about the uneven pace of the lessons in Applied Learning Chinese (for NCS students) and that the classes are not helpful.

Will the Government inform the council of:

- (a) How are the students' language ability determined before they join the classes?
- (b) What are the requirements for joining Applied Learning Chinese (for non-Chinese speaking students) courses, and did the current students meet the entry requirement before they were granted a spot on the course?
- (c) What are the Applied Learning Chinese (for non-Chinese speaking students) course teachers' qualifications? Do these teachers have CSL teaching experience or qualifications?
- (d) How does the Government monitor the effectiveness of Applied Learning Chinese courses?

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 2513)

Reply:

(a) & (b) At the point of entry to Applied Learning Chinese (for non-Chinese speaking students) (ApL(C)), non-Chinese speaking (NCS) students are expected to have achieved most of the learning outcome of the "Chinese Language Curriculum Second Language Learning Framework" at level 4 or above. To this end, schools would assist NCS students in considering applying for ApL(C) according to their language ability, interest and aspirations. Current students admitted to ApL(C) should have basic language competency to enable them to learn Chinese language through different modes of activities in a simulated applied learning context.

(c) For each course, a team of professional members is involved in the course delivery of ApL(C), including the main teaching staff with expertise in Chinese Language and experience in teaching NCS students. Apart from these, there are personnel with related professional and vocational experience to support the delivery.

(d) Similar to other Applied Learning courses, the Education Bureau monitors the effectiveness of ApL(C) through a quality assurance process, involving the relevant Curriculum Development Council committee on curriculum design, the Hong Kong Council for Accreditation of Academic and Vocational Qualifications on delivery, and the Hong Kong Examinations and Assessment Authority on moderation of assessment.

- End -

CONTROLLING OFFICER'S REPLY

EDB425

(Question Serial No. 5736)

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 list the numbers of students from families in receipt of the Comprehensive Social Security Assistance (CSSA) receiving the lunch subsidy at schools and their respective percentage by level of education (secondary schools, primary schools, and kindergartens) in the past 5 years.

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 2518)

Reply:

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 schools under the Direct Subsidy Scheme are eligible for free lunch at schools. For students in receipt of CSSA and receiving full-day education, their meal expenses have already been covered by the CSSA subsidy.

- End -

CONTROLLING OFFICER'S REPLY**EDB426****(Question Serial No. 5737)**

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 list the total expenditures on providing the subsidy of Free Lunch at Schools to participating schools in the past 5 years by school level (secondary school, primary school and kindergarten).

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 2519)

Reply:

The Education Bureau has, starting from the 2014/15 school year, incorporated the pilot scheme of provision of free lunch at schools for needy primary students under the Community Care Fund into the regular assistance programme. 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 are eligible for free lunch at schools.

The expenditure in the past five school years (i.e. the 2011/12, 2012/13, 2013/14, 2014/15 and 2015/16 school years) is set out below-

School Year	Expenditure (\$ million)
2011/12	132
2012/13	145
2013/14	157
2014/15	163
2015/16	170

- End -

CONTROLLING OFFICER'S REPLY**EDB427****(Question Serial No. 5803)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) 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 sub-degree programmes, the total number of students with SEN proceeding to UGC-funded degree programmes, the total number of students with SEN proceeding to self-financing degree programmes, the total number of students with SEN proceeding to postgraduate level programmes and the total number of students with SEN proceeding to overseas studies at tertiary institutions. Please list the above information by the 8 types of SEN.

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 1042)

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 from the 2012/13 to 2016/17 school years 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 2012/13 to 2016/17 academic years is set out at Appendix 2. We do not have information on the number of students with SEN proceeding to post-secondary programmes overseas.

**Number of students with special educational needs (SEN) studying in
public sector mainstream primary and secondary schools by grade levels and by SEN types
from the 2012/13 to 2016/17 school years**

Specific Learning Difficulties	P1 (Note 2)	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2012/13	20	533	1 645	1 943	2 084	2 163	2 267	1 822	1 792	1 344	1 041	779
2013/14	18	437	1 770	1 862	1 984	2 115	2 297	2 141	1 810	1 601	1 105	934
2014/15	13	318	1 806	2 047	1 892	2 013	2 259	2 214	2 102	1 639	1 322	982
2015/16	8	285	1 920	2 101	2 133	1 918	2 198	2 137	2 210	1 882	1 386	1 203
2016/17	2	206	2 142	2 231	2 136	2 144	2 155	2 064	2 121	2 011	1 599	1 309

Intellectual Disability	P1 (Note 2)	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2012/13	67	88	113	181	161	154	149	168	195	153	164	103
2013/14	97	88	98	130	181	157	183	137	175	161	125	145
2014/15	76	120	126	103	134	181	180	182	152	145	130	116
2015/16	87	89	140	122	95	130	219	168	181	117	121	122
2016/17	86	119	107	130	124	105	169	199	167	151	109	112

Autism Spectrum Disorders	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2012/13	496	542	487	469	425	417	294	258	245	208	179	123
2013/14	547	662	624	533	502	444	396	345	298	246	199	179
2014/15	571	684	746	694	574	532	435	442	371	314	233	190
2015/16	633	803	816	814	750	604	495	471	497	384	309	227
2016/17	683	841	943	894	874	784	588	533	509	490	376	306

Attention Deficit / Hyperactivity Disorder	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2012/13	57	186	414	535	634	628	577	567	486	362	228	113
2013/14	45	200	508	648	700	751	710	709	589	482	320	204
2014/15	77	207	515	807	853	811	847	797	736	552	418	291
2015/16	133	260	605	827	1 023	1 005	938	983	846	716	486	381
2016/17	159	311	675	967	1 068	1 169	1 114	1 094	1 008	801	615	461

Physical Disability	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2012/13	13	23	22	15	22	31	33	42	45	41	47	38
2013/14	12	18	23	25	16	21	32	37	43	46	33	44
2014/15	12	16	21	23	26	16	18	33	47	46	38	34
2015/16	18	15	15	17	25	26	18	21	36	47	38	34
2016/17	12	27	16	19	16	24	26	18	23	41	44	38

Visual Impairment	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2012/13	2	3	5	7	4	11	8	18	19	21	19	13
2013/14	4	5	3	5	7	4	12	12	19	18	20	19
2014/15	6	5	5	3	5	7	3	14	13	24	19	20
2015/16	7	8	6	5	3	5	8	3	16	13	23	19
2016/17	1	8	8	7	4	1	7	9	11	18	12	21

Hearing Impairment	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2012/13	35	34	42	48	49	57	66	58	72	63	80	79
2013/14	38	36	43	44	51	52	60	68	55	76	58	83
2014/15	44	46	38	46	44	56	57	69	71	63	69	54
2015/16	36	49	59	46	44	45	63	58	72	74	59	68
2016/17	46	43	53	62	50	42	42	58	59	71	65	56

Speech & Language Impairment	P1 (Note 2)	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2012/13	30	890	445	268	189	117	73	39	22	22	21	13
2013/14	36	815	447	271	178	130	65	41	40	19	18	24
2014/15	17	916	440	261	146	112	70	48	47	23	29	23
2015/16	31	772	585	361	209	141	107	36	51	49	31	26
2016/17	18	872	601	469	337	220	135	74	58	37	22	28

Note:

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

Number of students with special educational needs (SEN) ^(Note 1) pursuing full-time locally-accredited sub-degree and undergraduate programmes from the 2012/13 to 2016/17 academic years

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	Non-UGC funded	Total	UGC-funded	Non-UGC funded	Total
Specific Learning Difficulties	0	154	154	19	25	44
Intellectual Disability ^(Note 2)	N.A.	0	0	N.A.	0	0
Autism Spectrum Disorders	0	51	51	13	9	22
Attention Deficit / Hyperactivity Disorder	0	52	52	13	24	37
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	123	42	165
Total	9	538	547	339	160	499

2016/17 Academic Year	Sub-degree			Undergraduate		
	UGC-funded (Note 5)	Non-UGC funded	Total	UGC-funded (Note 5)	Non-UGC funded	Total
Specific Learning Difficulties	1	228	229	30	32	62
Intellectual Disability ^(Note 2)	N.A.	0	0	N.A.	0	0
Autism Spectrum Disorders	0	74	74	18	10	28
Attention Deficit / Hyperactivity Disorder	1	80	81	19	27	46
Physical Disability	0	47	47	48	11	59
Visual Impairment	0	31	31	32	20	52
Hearing Impairment	2	57	59	83	27	110
Speech and Language Impairment	0	44	44	8	4	12
Others ^(Note 3)	9	108	117	129	58	187
Total	13	669	682	367	189	556

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**EDB428****(Question Serial No. 6004)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Special Education

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

Director of Bureau: Secretary for Education

Question:

- (1) What are 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 school.
- (2) What was 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: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 1129)

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 the SBEPS directly or indirectly. Thus, reporting the ratio of EPs 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 the SBEPS and can also be misleading.

Under the SBEPS, one EP serves six to ten public sector schools (including both primary and secondary schools). EPs visit their schools regularly throughout the school year. The number of visit days paid to each school varies, depending on the needs of the schools and their students. We have not compiled a breakdown of the number of school visits by districts.

(2)

The wastage rate of EPs serving schools under the SBEPS in the past five school years (i.e. from 2012/13 to 2016/17) is 4.2%, 2.8%, 2.5%, 6.7% and 0% respectively.

(3) and (4)

The Education Bureau (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 timely learning support for those students identified with learning difficulties, with reference to the remedial teaching packages developed by EDB. They will also collaborate with the parents on homework and assessment accommodation, and monitor the progress of the students for adjustment of the intervention measures. 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 past four school years (2012/13 to 2015/16), about 80% 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 assessment had to be held up pending the students’ medical treatment.

- End -

CONTROLLING OFFICER'S REPLY

EDB429

(Question Serial No. 6011)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (5) 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: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 1135)

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 2011/12 to 2015/16 school years is set out at the Appendix. Figures for the 2016/17 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.

**Number of teachers attending the Basic, Advanced and Thematic Courses
from the 2011/12 to 2015/16 school years**

Course	Teachers	School Year				
		2011/12	2012/13	2013/14	2014/15	2015/16
Basic	Primary	156	136	232	230	229
	Secondary	234	373	412	360	418
Advanced	Primary	174	103	103	83	116
	Secondary	237	176	169	101	169
Thematic	Primary	610	160	226	167	208
	Secondary	417	255	338	347	286

- End -

CONTROLLING OFFICER'S REPLY**EDB430****(Question Serial No. 6114)**

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, \$960 million has been allocated to subsidise certain self-financing undergraduate programmes. Would the Education Bureau 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: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 1185)

Reply:

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 45% of our young people in the relevant cohort now have access to degree-level education. Including sub-degree education, over 70% of them have access to post-secondary education. In 2016/17, there are sufficient publicly-funded and self-financing first-year first-degree (FYFD) places for all Secondary 6 students who meet the minimum entrance requirements for undergraduate programme admission.

Looking ahead, we expect a continuous drop in the population of the relevant age cohort proceeding to post-secondary education until 2022. The number of secondary school graduates will drop from about 57 000 in 2016 to 43 000 in 2022. Meanwhile, 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, e.g. progressively increasing the number of University Grants Committee (UGC)-funded senior year undergraduate intake places, so that 5 000 meritorious sub-degree graduates will be able to articulate to subsidised degree programmes each year by the 2018/19 academic year. In light of the above, the Government does not see a genuine need to change the number of UGC-funded FYFD places to be offered in the coming years and have maintained it at 15 000 per annum during the 2016/17 to 2018/19 triennium.

As regards publicly-funded sub-degree (SD) programmes, they are currently provided by the Vocational Training Council (VTC) and the UGC-funded universities. As a matter of policy, SD programmes 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'. In the 2016/17 academic year, 12 728 students (provisional figure) were admitted to publicly-funded SD programmes, representing an increase of 46.6% (or 4 044 students) when compared with the intake level of publicly-funded SD programmes five years ago (i.e. 2011/12 academic year).

- End -

CONTROLLING OFFICER'S REPLY**EDB431****(Question Serial No. 6206)**

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

Please provide the following information:

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: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 1945)

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 the 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**EDB432****(Question Serial No. 6208)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) 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: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 1946)

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:

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	1	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

	Secondary School	Primary School	Others (including Special School)
Total number of complaints	0	6	4
Number of schools being complained	0	6	3
Number of completed cases	0	5	3

2016-2017 (latest data available)

	Secondary School	Primary School	Others (including Special School)
Total number of complaints	0	4	4
Number of schools being complained	0	4	4
Number of completed cases	0	0	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 2017.

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**EDB433****(Question Serial No. 6209)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (8) 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: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 1947)

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	Student Support	Learning Support	Poor Staff Performance, Promotion of Students, School Maladministration
Secondary School (Note)	School Maladministration	-	-
Special School	School Maladministration	Student Safety	Poor Staff Performance

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

EDB434

(Question Serial No. 6211)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (8) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

What strategies does the Government have to handle the complaints lodged by parents of students with special educational needs?

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 1949)

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 announced full implementation of the Enhanced School Complaint Management Arrangements in all public sector and Direct Subsidy Scheme schools by 1 September 2017.

- End -

CONTROLLING OFFICER'S REPLY

EDB435

(Question Serial No. 6212)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not specified
Programme: (8) 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: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 1312)

Reply:

(1) to (3) The Education Bureau (EDB) does not have statistics about the school-age 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 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 Identification and Intervention for the Student 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

EDB436

(Question Serial No. 6213)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (8) 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 current effectiveness of the BAT Courses on special education?

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 1950)

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 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).

As at the 2015/16 school year, the number of teachers who have completed Basic, Advanced and Thematic courses is 5 907, 2 314 and 5 376 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, in the 2015/16 school year, 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

EDB437

(Question Serial No. 6216)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) 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 offered by tertiary institutions.
2. As special education covers a number of different areas, will the Administration consider resuming the previous two-year special education training for teachers offered by the then Hong Kong Institute of Education?

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 1951)

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 universities. That said, we understand that modules and electives relevant to special education are currently made available in these programmes.

Besides, at present, The Education University of Hong Kong (EdUHK) 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 has also been introduced. Moreover, both EdUHK 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

EDB438

(Question Serial No. 6219)

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

Would the Administration please inform this Committee of the resources allocated by the Government to skills opportunity schools and the unit cost per student in the past 5 years and the next financial year?

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 1314)

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**EDB439****(Question Serial No. 6237)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (7) Post-secondary, 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: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 1311)

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 the 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 the 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 the YC in the recent five AYs are as follows –

AY	No. of Students at All Years	Graduation Rate*
2012/13	8 844	65%
2013/14	10 347	76%
2014/15	10 499	78%
2015/16	11 191	75%
2016/17 (provisional)	11 850	Not available yet as students will graduate in August 2017

* 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 the 2012-13 to 2016-17 financial years listed as follows –

Financial Year	\$ million
2012-13	25
2013-14	25
2014-15	25
2015-16	21
2016-17 (provisional)	21

The training for participants aged between 15 and 20 is funded under ERB. Starting from the 2017-18 financial year, the training for participants aged above 20 will be funded under ERB instead of LWB.

The number of students and the completion rate of VDP are listed below –

AY	Number of Students	Completion Rate
2012/13	811	71%
2013/14	786	67%
2014/15	631	73%
2015/16	560	74%
2016/17	Staggered intakes over the year; admission is still in progress	

YC's programmes and VDP courses are offered in various disciplines/fields, including beauty care and hairdressing, design, engineering, catering, sports coaching, information technology, etc.

- End -

CONTROLLING OFFICER'S REPLY

EDB440

(Question Serial No. 6254)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not specified
Programme: (6) 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 educational needs (SEN) had applied for in public examinations in the past 5 years. Please provide a breakdown by SEN type and accommodation type.

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 2437)

Reply:

The number of students with SEN applying for special examination arrangements in the 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 HKDSE from 2012/13 to 2016/17
(by Categories of Special Educational Needs)

Year of Examination	Examination	Physical Disabilities	Visual Disabilities	Aural Disabilities	Oral Disabilities	Specific Learning Disabilities	Other Disabilities	Total
2013	HKDSE	100	71	224	110	461	242	1 208
2014	HKDSE	136	69	246	135	619	393	1 598
2015	HKDSE	147	79	217	139	697	467	1 746
2016	HKDSE	115	56	269	128	881	598	2 047
2017	HKDSE *	106	56	281	147	1 061	738	2 389

Numbers of Students Applying for Special Examination Arrangements in the HKDSE from 2012/13 to 2016/17
(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 Word Processor	Use of Screen Reader	Speech-to-text Software
2013	HKDSE	891	717	9	79	1	327	108	1	17	68	N/A
2014	HKDSE	1 216	1 065	3	75	0	146	105	1	23	86	N/A
2015	HKDSE	1 689^	1 271	9	98	1	151	89	2	24	95	N/A
2016	HKDSE	2 002^	1 624	9	79	2	150	82	8	29	127	N/A
2017	HKDSE *	2 354^	1 944	7	77	0	156	80	4	17	171	147

* Figures as at 1 March 2017

^ Including both written and speaking examinations

- End -

CONTROLLING OFFICER'S REPLY**EDB441****(Question Serial No. 6423)**

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

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: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 1932)

Reply:

The number of primary and secondary schools by number of students with special educational needs (SEN) admitted from the 2012/13 to 2016/17 school years (position as at September of the respective school years) is tabulated below:

School Year No. of students with SEN admitted	2012/13		2013/14		2014/15		2015/16		2016/17	
	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary
0	1	6	0	2	0	0	0	0	0	0
1-5	2	50	5	35	5	24	5	14	1	8
6-10	21	60	18	52	13	51	13	37	10	29
11-20	44	69	45	80	31	73	29	73	30	64
21-30	76	41	78	41	82	46	50	57	38	63
31-40	130	23	106	21	106	32	110	30	73	32
41-50	97	23	95	29	89	21	87	22	99	27
More than 50	84	122	106	133	126	145	160	157	203	167

- End -

CONTROLLING OFFICER'S REPLY**EDB442****(Question Serial No. 6426)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) 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: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 1933)

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 2011/12 to the 2015/16 school years) is as follows:

School Year	2011/12	2012/13	2013/14	2014/15	2015/16
Number of students involved in school bullying cases (students with SEN)	219 (17)	257 (26)	254 (20)	214 (23)	204 (30)

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 to all schools. Schools are advised to adopt the 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 organize Anti-bullying Day/Week with the provision of teaching/promotional materials, an anti-bullying charter and training for Peace Ambassadors on conflict management and peer mediation skills as well as the Harmonious School Net for inter-school sharing and mass programmes.

To facilitate students with SEN to integrate into their school life, EDB encourages schools to adopt the Whole School Approach to integrated education. Through peer support programmes, circle 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 problems with a caring attitude, maintain communication with students, and seek help from teachers, guidance personnel and social workers whenever necessary.

- End -

CONTROLLING OFFICER'S REPLY

EDB443

(Question Serial No. 6429)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (3) Primary Education, (4) 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: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 1935)

Reply:

(1) to (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 2012/13 to 2016/17 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 2012-13 to 2016-17 is set out at Appendix 2.

The average unit cost of each type of special schools from the 2012/13 to 2016/17 school years and the percentage share of the expenditure on special education in the overall education expenditure from 2012-13 to 2016-17 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 2012/13 to 2016/17 school years
(on top of the regular subvention)**

School Year	Expenditure (\$ million)
2012/13	1,009
2013/14	1,075
2014/15	1,222
2015/16	1,310
2016/17 (Revised Estimate)	1,417

**Unit cost of each subsidised place in
aided primary and secondary schools
from 2012-13 to 2016-17**

Financial Year	Primary	Secondary
2012-13	\$44,451	\$49,246
2013-14	\$47,186	\$53,987
2014-15	\$51,645	\$61,422
2015-16	\$55,123	\$68,703
2016-17 (Revised Estimate)	\$57,260	\$75,320

Part I**Average unit cost of aided special schools from the 2012/13 to 2016/17 school years**

School Year School Type	2012/13	2013/14	2014/15	2015/16	2016/17
Visual Impairment	\$213,000	\$229,000	\$258,500	\$293,000	\$320,000
Hearing Impairment	\$254,000	\$262,500	\$279,000	\$293,000	\$306,000
Physical Disability	\$249,000	\$254,000	\$279,000	\$294,000	\$314,000
Mild Intellectual Disability	\$140,000	\$145,500	\$171,000	\$171,500	\$177,000
Moderate Intellectual Disability	\$216,500	\$218,000	\$239,500	\$253,000	\$260,000
Severe Intellectual Disability	\$278,000	\$281,000	\$313,000	\$329,000	\$342,000
School for Social Development	\$137,500	\$134,000	\$149,000	\$164,000	\$181,000
Hospital School	\$153,000	\$153,000	\$167,500	\$178,000	\$186,000

Part II**Percentage share of the expenditure on special education in the overall education expenditure from 2012-13 to 2016-17**

Financial Year	2012-13	2013-14	2014-15	2015-16	2016-17 (Revised Estimate)
Percentage Share (%)	2.5	2.4	2.8	2.9	3.4

- End -

CONTROLLING OFFICER'S REPLY**EDB444****(Question Serial No. 6431)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) 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: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 1936)

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 (LSG), extending the School-based Educational Psychology Service to cover all public sector primary and secondary schools. EDB has also progressively improved 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. Moreover, the LSG for public sector mainstream primary and secondary schools will cover students with mental illness starting from the 2017/18 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 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

EDB445

(Question Serial No. 6434)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (3) Primary Education, (4) 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 for students with special educational needs?
2. How do these requirements compare 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: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 1937)

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 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, in the 2015/16 school year, 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 the 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 end of the 2015/16 school year, the percentage of teachers having received special education training in public sector mainstream primary and secondary schools is 42% and more than 24% 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, 74% 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 approaches in catering for students with SEN.

Besides, EDB has maintained communication with teacher education universities (TEUs) 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 TEUs 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 the implementation of integrated education (IE) 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**EDB446****(Question Serial No. 6436)**

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

Please provide the following information:

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: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 1940)

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 employment of additional teachers and teaching assistants to provide in-class support or supplemental coaching after class, arrangement of 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 works for students with disabilities if necessary. For students with significant emotional and behavioural 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 pay 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, individual 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**EDB447****(Question Serial No. 6438)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

Regarding the 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;
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: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 1943)

Reply:

1. Post-secondary education institutions will make special arrangements and provide support services according to the needs of students with special education needs (SEN). The Government does not maintain records of the number of interpreters or note-takers provided by various post-secondary institutions as well as the related expenses.

2.&3. As far as universities funded by the University Grants Committee (UGC) are concerned, since funding for students with special educational needs is included in the Block Grant provided for individual universities, we are not able to provide the actual amount of expenditure on support services for such students. To further support SEN students in the post-secondary sector, the Government has implemented various initiatives in recent years, as detailed below.

(a) To facilitate SEN students to pursue UGC-funded programmes and adapt to campus life, as well as to further promote the inclusive culture, UGC has provided a one-off special grant of \$20 million in total for the eight UGC-funded universities in 2015 to enhance the UGC-funded universities' support for students with SEN, as a means to demonstrate UGC's commitment towards offering equal opportunities to all people, including students with SEN. The grant has been allocated on a pro-rata basis according to the number of students with SEN admitted to individual universities, so that universities may implement additional measures to enhance their support services for students with SEN. The funding is for the eight UGC-funded universities to purchase the necessary aids and equipment to facilitate the study of students with SEN; strengthen training among the academic and administrative staff to enhance their awareness towards students with SEN; and support student bodies to organise events and activities to encourage

integration of students with SEN into campus life. Upon conclusion of the scheme, universities are required to deploy resources from the Block Grant to continue with the provision of such measures.

(b) In 2013, the Government made two separate injections of \$20 million into the HKSAR Government Scholarship Fund and the Self-financing Post-secondary Education Fund to establish the Endeavour Merit Award (EMA) and the Endeavour Scholarship (EDS) respectively, in recognition of deserving post-secondary students with special educational needs in their pursuit of excellence in academic and other areas. Each undergraduate or sub-degree recipient of EMA or EDS will receive scholarship of \$10,000. The number of EMA and EDS recipients in the 2013/14 to 2015/16 academic years is shown at [Annex](#).

(c) Starting from the 2013-14 financial year, a recurrent funding of \$12 million has been allocated to the Vocational Training Council to enhance the support services for students with SEN.

(d) 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 conducted by the Student Finance Office of the Working Family and Student Financial Assistance Agency.

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. UGC and the Education Bureau will, among others, continue to maintain liaison with UGC-funded and self-financing institutions to follow up on the provision of support by individual institutions for students with SEN and promote the inclusive culture.

**Number of recipients of Endeavour Merit Award under the HKSAR Government Scholarship Fund
and that of
Endeavour Scholarship under the Self-financing Post-secondary Education Fund**

Academic Year	2013/14	2014/15	2015/16
Number of recipients of Endeavour Merit Award	50	74	97
Number of Recipients of Endeavour Scholarship	50	75	98

- End -

CONTROLLING OFFICER'S REPLY

EDB448

(Question Serial No. 6442)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not specified
Programme: (3) 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: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 1954)

Reply:

Under the Early Identification and Intervention Programme for Primary One Students with Learning Difficulties (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 2011/12 to 2015/16 school years is about 3 300, 3 600, 3 800, 3 800 and 3 800 respectively.

- End -

CONTROLLING OFFICER'S REPLY

EDB449

(Question Serial No. 6450)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (5) Special Education

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

Director of Bureau: Secretary for Education

Question:

1. Please list, 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: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 2213)

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 the 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**EDB450****(Question Serial No. 6451)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) 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: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 2209)

Reply:

The number of students with special educational needs (SEN) reported to have left school after completing Secondary 3 (S3) from the 2011/12 to 2015/16 school years is tabulated below.

School Year	2011/12	2012/13	2013/14	2014/15	2015/16
Number of S3 school leavers with SEN	170	260	300	320	320

Note: Numbers are rounded to the nearest 10.

The general 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 computer 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**EDB451****(Question Serial No. 6453)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (228) Student Financial Assistance

Programme: (8) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

- 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.
- 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: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 2230)

Reply:

1. The number of primary and secondary students receiving full grant and half grant under the School Textbook Assistance Scheme, 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 (SFAS) 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.

CCF 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	9 074	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.

@ 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.

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.

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	54 595	82.1%	19 649	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**EDB452****(Question Serial No. 6457)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (214) Other Payment for Welfare Services

Programme: (5) 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: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 2232)

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 2016/17 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 2016/17 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>

Aided special schools can also apply for capital subventions to carry out major school maintenance/repair works including alterations under the annual major repairs (MR) exercise and emergency repairs (ER) mechanism. The total approved project estimates in 2016-17 is about \$77 million.

There are different types/scales of special schools with different provision of facilities to meet the different needs of their target students. Taking the Capital Works special school projects approved by the Finance Committee of the Legislative Council in February and July 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” and “3110ET – A 12-classroom special school for children with mild intellectual disability near Hoi Lai Estate, Sham Shui Po” as examples, the estimated construction unit cost, represented by the building and building services costs, is \$17,988, \$18,931 and \$18,782 per m² of Construction Floor Area in September 2014 prices respectively. For the Capital Works special school project approved by Finance Committee of the Legislative Council in June 2016, namely “3109ET - A school for social development for boys in Area 2B, Tuen Mun”, the estimated construction unit cost, represented by the building and building services costs is \$21,770 per m² of Construction Floor Area in September 2015 prices.

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, 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 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 as appropriate. 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 newly constructed 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/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 24.

I. Staff Establishment of the School Section in the 2016/17 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	29
Hearing Impairment	30.9	5.5	26
Physical Disability	199	149.5	290
Mild Intellectual Disability ⁴	519.4	112	240.3
Moderate Intellectual Disability ⁴	471.0	98.5	272.2
Severe Intellectual Disability	178.2	113.5	282
School for Social Development	158.8	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 5 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 2016/17 School Year

School Type	Number of Specialist Staff ¹	Number of Non-specialist Staff ²
Visual Impairment	37	28.8
Hearing Impairment	3	2
Physical Disability	133	72
Moderate Intellectual Disability	107	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 2016/17 School Year

Post	Salary Scale
Certificated Master/Mistress	\$26,700 – \$43,145
Assistant Master/Mistress	\$45,120 – \$54,230
Senior Assistant Master/Mistress	\$56,755 – \$65,150
Assistant Primary School Master/Mistress	\$28,040 – \$54,230
Primary School Master/Mistress	\$56,755 – \$65,150
Senior Primary School Master/Mistress	\$65,740 – \$67,460
Graduate Master/Mistress	\$28,040 – \$65,150
Senior Graduate Master/Mistress	\$65,740 – \$80,905
Principal Graduate Master/Mistress	\$77,320 – \$88,020
Principal II	\$84,385 – \$99,205
Principal I	\$105,880 – \$121,985

II. Salary Scale of Specialist Staff in the 2016/17 School Year

Post		Salary Scale
Educational Psychologist II		\$41,200 – \$65,150
Educational Psychologist I		\$65,740 – \$99,205
Occupational Therapist Assistant		\$17,685 – \$28,040
Occupational Therapist II		\$26,700 – \$43,145
Occupational Therapist I		\$45,120 – \$65,740
Senior Occupational Therapist		\$65,740 – \$80,905
Physiotherapist II		\$26,700 – \$43,145
Physiotherapist I		\$45,120 – \$65,740
Senior Physiotherapist		\$65,740 – \$80,905
Speech Therapist		\$29,455 – \$65,150
Special School Social Worker	Assistant Social Work Officer	\$29,455 – \$65,150
	Senior Social Work Assistant	\$41,200 – \$54,230
Registered Nurse		\$28,040 – \$45,120
Braille Staff		\$16,590 – \$28,040
Warden	Assistant Social Work Officer	\$29,455 – \$65,150
	Senior Social Work Assistant	\$41,200 – \$54,230
	Chief Social Work Assistant	\$56,755 – \$65,150
Assistant Warden	Social Work Assistant	\$20,060 – \$39,350
	Senior Social Work Assistant	\$41,200 – \$54,230
Houseparent		\$20,060 – \$39,350
Houseparent-in-charge		\$20,060 – \$39,350 ¹
Programme worker		\$20,060 – \$39,350

Note:

- 1 A responsibility allowance will be payable to the houseparent-in-charge at the rate of two increments (range from \$2,500 to \$3,795) above their substantive pay.

II. Salary Scale of Non-specialist Staff in the 2016/17 School Year

Post	Salary Scale
Laboratory Technician III	\$13,180 – \$14,960
Laboratory Technician II	\$18,840 – \$37,570
Laboratory Technician I	\$39,350 – \$51,780
Workshop Attendant	\$12,905 – \$15,775
Artisan	\$15,605 – \$18,840
Motor Driver	\$15,605 – \$18,840
Special Driver	\$18,840 – \$21,255
Teacher Assistant	\$12,115 – \$14,280
Watchman	\$12,905 – \$15,775
Cook	\$15,605 – \$18,840
Clerical Assistant	\$12,120 – \$21,255 #
Assistant Clerical Officer	\$13,735 – \$28,040 #
Janitor Staff	\$12,115 – \$14,280 #

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 2016/17 School Year

School Type	Average Unit Cost per School Place
Visual Impairment	\$320,000
Hearing Impairment	\$306,000
Physical Disability	\$314,000
Mild Intellectual Disability	\$177,000
Moderate Intellectual Disability	\$260,000
Severe Intellectual Disability	\$342,000
School for Social Development	\$181,000
Hospital School	\$186,000

II. The Average Unit Cost per Boarding Place per year in the 2016/17 School Year

School Type	Average Unit Cost per Boarding Place
Visual Impairment	\$177,500
Hearing Impairment	\$441,500
Physical Disability	\$294,500
Moderate Intellectual Disability	\$252,000
Severe Intellectual Disability	\$321,000

I. Number of Students, Number of New Students and Leavers of Schools for Children with Severe Intellectual Disability (SID) from the 2011/12 to 2015/16 School Years

School Year	2011/12	2012/13	2013/14	2014/15	2015/16
Number of Students ¹	746	729	704	691	679
Number of New Students ^{2, 4}	67	49	65	59	70
Number of School Leavers ^{3, 4}	67	83	76	79	62

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 2011/12 to 2015/16 School Years

School Year	2011/12	2012/13	2013/14	2014/15	2015/16
Admission	21	39	38	49	37
Wait-listing	13	17	12	10	6

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**EDB453****(Question Serial No. 6465)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education (4) 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: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 1921)

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 the 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 of learning as compared to other students to their educational psychologists for assessment for consideration of transferring to mainstream schools.

- End -

CONTROLLING OFFICER'S REPLY**EDB454****(Question Serial No. 6467)**

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

Please use the table below to provide a breakdown of the distribution and data of students with special educational needs in each of the 3 tiers under the 3-Tier Intervention Model by type of disabilities in each of the past 5 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: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 1922)

Reply:

The Education Bureau (EDB) encourages schools to adopt the Whole School Approach to supporting students with special educational needs (SEN) through the 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 SEN. Tier-3 support refers to intensive individualised support for students with severe learning difficulties and SEN. To help schools 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. Of the additional resources provided for public sector mainstream schools having students with SEN, the Learning Support Grant (LSG) is calculated according to the number of students with SEN requiring tier-2 or tier-3 support. Based on the LSG data, the distribution of public sector mainstream primary and secondary schools eligible for LSG by range of number of students with SEN requiring tier-2 and tier-3 support is set out at Appendix 1.

The number of students with SEN studying in public sector mainstream primary and secondary schools by SEN types for the past five school years (i.e. from 2012/13 to 2016/17) is set out at Appendix 2.

Table 1

**Distribution of public sector mainstream primary and secondary schools eligible for the Learning Support Grant (LSG)
by range of number of students with special educational needs (SEN) requiring tier-2 support from the 2012/13 to 2016/17 school years**

Range of students with SEN requiring tier-2 support	No. of schools				
	2012/13	2013/14	2014/15	2015/16	2016/17
0	32	18	8	2	3
1-10	138	125	107	96	68
11-20	92	100	100	98	103
21-30	88	86	88	84	82
31-40	103	100	83	82	74
41-50	89	88	99	85	88
51-60	69	71	83	76	81
61-70	30	45	40	54	62
71-80	13	14	31	44	47
81-90	14	14	19	24	24
91-100	6	10	9	17	26
More than 100	6	12	20	30	38

Table 2

**Distribution of public sector mainstream primary and secondary schools eligible for the Learning Support Grant (LSG)
by range of number of students with special educational needs (SEN) requiring tier-3 support from the 2012/13 to 2016/17 school years**

Range of students with SEN requiring tier-3 support	No. of schools				
	2012/13	2013/14	2014/15	2015/16	2016/17
0	144	129	131	119	111
1-5	506	524	527	547	554
6-10	18	23	19	16	19
11-15	6	2	3	4	5
16-20	0	0	0	1	3
More than 20	6	5	7	5	4

**Number of students with Special Educational Needs (SEN) studying in public sector mainstream primary and secondary schools
by major SEN Types from the 2012/13 to 2016/17 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
2016/17	20 120	1 580	7 820	9 440	300	110	650	2 870

- End -

CONTROLLING OFFICER'S REPLY**EDB455****(Question Serial No. 6476)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) 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 5 years by category of disabilities.

	Band 1 No. of students	Band 2 No. of students	Band 3 No. of students
Specific Learning Difficulties			
Intellectual Disability			
Autism Spectrum Disorders			
Attention Deficit/Hyperactivity Disorder			
Physical Disability			
Visual Impairment			
Hearing Impairment			
Speech & Language Impairment			

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 1928)

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 five years (from the 2012/13 to 2016/17 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 2016/17 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
2016/17	2 155	169	588	1 114	26	7	42	135

Note: Figures as at September of the respective school years.

- End -

CONTROLLING OFFICER'S REPLY

EDB456

(Question Serial No. 6477)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

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 5 years;
2. the amount of LSG clawed back and the number of schools concerned in the past 5 years; and
3. the total amount of LSG clawed back.

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 1929)

Reply:

(1) to (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, 2013/14 and 2014/15 school years (aided and caput schools)/ 2011-12, 2012-13, 2013-14 and 2014-15 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 \$15.74 million. As the amount to be clawed back from aided and caput schools for the 2015/16 school year will be confirmed only after the schools' submission of audited accounts by end of February 2017 and verification by the Education Bureau, we are unable to provide the claw-back information for the 2015/16 school year and beyond. With our stepped-up efforts to monitor the utilization of LSG by schools, the surplus situation of LSG in schools has been improving. Various measures include 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.

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)	2014/15 school year (aided & caput schools)/ 2014-15 financial year (government schools)
Under 5%	19	36	25	25
5–10%	5	23	15	15
11–20%	8	23	16	13
21–30%	7	14	8	3
Over 30%	12	40	25	9
LSG claw-back amount (\$ million)	3.96 ^{Note 3}	5.56 ^{Note 3}	3.27	2.95

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 the position as at March 2017.

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

EDB457

(Question Serial No. 6479)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (3) Primary Education, (4) 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: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 1930)

Reply:

(1) to (3)

The Education Bureau encourages schools to adopt the Whole School Approach to support students with special educational needs (SEN) through the 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 the support needs of the student 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, provision of information relating to the details of students with IEP is not meaningful.

- End -

CONTROLLING OFFICER'S REPLY

EDB458

(Question Serial No. 6480)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not specified
Programme: (8) 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 10 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: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 2275)

Reply:

For the years from 2007 to 2016, 107 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 (e.g. cheating in territory-wide assessment).

- End -

CONTROLLING OFFICER'S REPLY

EDB459

(Question Serial No. 6482)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not specified
Programme: (8) 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: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 1960)

Reply:

(1) to (2)

From the 2012/13 to 2015/16 school years, about 80% of the cases referred to educational psychologists (EPs) were assessed within two months, and about 90% within four months. Figure for the 2016/17 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. For example, there were cases whose parents requested to defer the assessment and cases in which assessment had to be held up pending the students' medical treatment.

The number of EPs involved in the provision of School-based Educational Psychology Service (SBEPS) from the 2012/13 to 2016/17 school years is 68, 80, 99, 114 and 138 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**EDB460****(Question Serial No. 6485)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

Please provide the expenditures on 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 the related work?

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 1962)

Reply:

To help mainstream schools cater for students with special educational needs (SEN), the Education Bureau (EDB) has been providing public sector 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 2011/12, 2012/13, 2013/14, 2014/15 and 2015/16 school years is \$964 million, \$1,009 million, \$1,075 million, \$1,222 million and \$1,310 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 organise 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 can adopt the Whole School Approach appropriately in providing 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**EDB461****(Question Serial No. 6542)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (5) 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: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 1964)

Reply:

All of the public sector special schools are provided with the required barrier-free access, except two schools for social development because of site constraints and hence the provision is technically infeasible. In the 2016/17 school year, there are a total of 929 ordinary public sector and Direct Subsidy Scheme (DSS) schools in Hong Kong. Among them, 231 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. For those 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 exercise, 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, agreement of the schools concerned and availability of funding. For instance, lift installation at 31 public sector schools have been approved in the past five financial years since 2012-13.

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**EDB462****(Question Serial No. 6543)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) 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: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 2216)

Reply:

The average unit costs per school place and per boarding place per year for each type of special schools in the 2016/17 school year are as follows:

School Type	Average unit cost per school place	Average unit cost per boarding place
Visual Impairment	\$320,000	\$177,500
Hearing Impairment	\$306,000	\$441,500
Physical Disability	\$314,000	\$294,500
Mild Intellectual Disability	\$177,000	Not Applicable
Moderate Intellectual Disability	\$260,000	\$252,000
Severe Intellectual Disability	\$342,000	\$321,000

- End -

CONTROLLING OFFICER'S REPLY**EDB463****(Question Serial No. 6546)**

Head: (156) Government Secretariat: Education Bureau

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

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

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: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 2220)

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

EDB464

(Question Serial No. 6548)

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: (6) 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: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 2246)

Reply:

- 1a) Figures on projected school-age population aged 3-5 who are residing in Hong Kong by district from the 2016/17 to 2019/20 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 2016/17 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. Besides, 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 2016/17 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 Education Bureau (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 and help parents get a better understanding about the school items sold and paid services provided by the schools. 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. Besides, KGs participating in the Free Quality Kindergarten Education Scheme to be implemented as from the 2017/18 school year are required to include explicitly in their notices/circular letters the following statement: "Parents, please note that acquisition of any school items or services is entirely voluntary and parents can select individual items or services required according to their own needs." Relevant check boxes should also be provided for respective school items so that parents can "tick" as appropriate.

Projected School-age Population Aged 3-5 Who are Residing in Hong Kong by District,
2016/17 – 2019/20 School Years

District	2016/17	2017/18	2018/19	2019/20
Central and Western	8 200	7 500	6 900	6 700
Wan Chai	5 100	4 700	4 400	4 300
Eastern	12 600	11 800	11 000	10 900
Southern	5 500	4 900	4 600	4 600
Yau Tsim Mong	11 200	11 100	10 500	10 300
Sham Shui Po	10 300	9 800	9 400	10 500
Kowloon City	10 300	9 800	9 200	9 300
Wong Tai Sin	7 400	6 800	6 700	6 800
Kwun Tong	13 500	12 600	13 000	12 900
Sai Kung	11 700	11 000	10 500	10 500
Sha Tin	15 900	16 100	15 700	16 500
Tai Po	7 300	7 600	7 600	8 000
North	7 300	7 300	7 300	7 600
Yuen Long	15 800	15 800	15 200	15 800
Tuen Mun	12 200	12 300	12 600	13 000
Tsuen Wan	8 500	8 300	7 600	7 700
Kwai Tsing	10 100	8 800	8 200	8 000
Islands	4 500	4 400	4 200	4 700
All Districts	177 300	170 700	164 400	168 200

- 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 2015 – 2024” released by the Planning Department in December 2015.
- (2) School-age population aged 3-5 is considered appropriate for kindergarten education (i.e. Kindergarten 1 to Kindergarten 3).
- (3) Figures refer to the projected number of local children (i.e. Hong Kong usual residents) aged 3-5 residing in the districts. The projected figures should not be taken as the projected number of students attending schools in the districts. 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 2016/17 school year

Districts	Students
Central & Western	6 179
Wan Chai	7 125
Eastern	11 860
Southern	4 648
Yau Tsim Mong	6 499
Sham Shui Po	9 733
Kowloon City	23 054
Wong Tai Sin	7 608
Kwun Tong	12 364
Sai Kung	9 155
Sha Tin	14 713
Tai Po	6 782
North	12 183
Yuen Long	17 215
Tuen Mun	13 217
Tsuen Wan	7 222
Kwai Tsing	10 563
Islands	3 912
Total	184 032

Notes: (1) Figures refer to the position as at September 2016.

(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 2016/17 school year

	2016/17 School Year (Provisional as at 31 January 2017)
No. of successful applications	38 122

- End -

CONTROLLING OFFICER'S REPLY**EDB465****(Question Serial No. 6552)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (228) Student Financial AssistanceProgramme: (3) Primary Education, (4) Secondary Education, (6) Other Educational Services and Subsidies, (8) 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: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 2247)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 2016 (preliminary figures)
Kindergarten	8 381
Primary school	23 705
Secondary school	27 427

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 2016/17 school year, the total funding earmarked for the Programme is about \$240 million, including about \$118 million for the School-based Grant and about \$122 million for the Community-based Project Grant.

For the School-based Grant, 896 schools which constitute about 90% of all the schools in the territory with 217 120 eligible students qualified for the grant have participated in the Programme. Of the afore-mentioned eligible students, about 60 760, 125 460 and 30 900 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 510 projects organised by 173 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**EDB466****(Question Serial No. 6554)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) 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: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 2261)

Reply:

With the implementation of the Free Quality Kindergarten (KG) Education Scheme (Scheme) starting from the 2017/18 school year, for KGs joining the Scheme (Scheme-KGs), the requirement in teacher to pupil (TP) ratio will be raised from 1:15 (including the principal) to 1:11 (principal not included) so as to allow teachers more capacity to cater for the diverse needs of students, engage in curriculum development, lesson planning, professional development, communication with parents, etc.. Specific to catering for the diverse needs of students (including those at risk of developmental delay), the enhanced TP ratio will create space for KG teachers to collaborate among themselves, and enable better professional collaboration with the inter-disciplinary teams in Labour and Welfare Bureau (LWB)’s pilot scheme on On-site Pre-school Rehabilitation Services, which will be regularised after its conclusion.

As regards specific measures 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

For KG students from needy families, fee remission will continue to be provided under the existing Kindergarten and Child Care Centre Fee Remission Scheme (KCFRS). In addition, KG students who pass the means test of the Student Finance Office of the Working Family and Student Financial Assistance Agency and meet the same eligibility criteria under the KCFRS are eligible for an additional grant to defray school-related expenses incurred from the students’ kindergarten education starting from the 2017/18 school year. 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. The estimated expenditure on KCFRS and the additional grant to KG students (including NCS students) for the 2017/18 school year are \$366.4 million and \$158.2 million respectively.

NCS students in KGs

To enable Scheme-KGs to enhance the support to their NCS students, a grant comparable to the salary of one teacher will be provided for Scheme-KGs admitting eight or more NCS students. With the additional resources, Scheme-KGs could provide teachers with more manpower support and professional training to develop effective strategies to help NCS students learn Chinese 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. They can deploy the additional resources for appointing additional teacher(s) or teaching assistant(s) or acquiring services to enhance communication with the parents of NCS students. The estimated expenditure on the grant for support to NCS students is \$45.4 million in the 2017/18 school year. In tandem, teacher training and school-based support will be enhanced. All KGs, irrespective of the number of NCS students admitted, may apply to join. The estimated expenditure on specific training on support to NCS students is \$1.8 million in the 2017/18 school year. School-based professional support services 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 expenditures have been subsumed under the overall expenditure of EDB. Besides, starting from the 2016/17 school year, the Education University of Hong Kong (EdUHK) has offered a new University Grants Committee (UGC)-funded course, namely the Bachelor of Education (Honours) (Early Childhood Education) in Leadership and NCS Children Programme.

KG students with special needs or at risk of developmental delay

On the support for KG students with special needs or at risk of developmental delay, the Government has been providing different services through collaborative efforts of various Government departments. The Food and Health Bureau (FHB) and LWB are responsible for assessment and rehabilitation services respectively for the students in need of such services. On the part of EDB, as mentioned above, the enhancement of TP ratio under the Scheme will create space for KG teachers to collaborate among themselves as well as collaboration with the inter-disciplinary teams in LWB's On-site Pre-school Rehabilitation Services.

In tandem, EDB will continue to work jointly with FHB to strengthen the existing training for KG teachers to facilitate early identification of KG students with developmental problems. Besides, starting from the 2016/17 school year, EdUHK has also offered a new UGC-funded course, namely the Bachelor of Education (Honours) (Early Childhood Education) in Leadership and Special Needs Programme.

EDB will also devise a teacher professional development framework to enhance their understanding of the KG students' developmental needs and to empower them to identify and cater for learner diversity, including those at risk of developmental problems. Under the framework, more structured in-service training programmes will be offered for KG teachers. 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 by KG teachers and parents to cater for the students at risk of developmental delay and deliver relevant professional training for KG teachers. The estimated expenditure on specific training on support to KG teachers in catering students with special needs or at risk of developmental delay is \$2.2 million in the 2017/18 school year. For relevant manpower resources and expenses for other training programmes and activities organised by various sections of EDB for enhancing teachers' professionalism including catering for student diversity, the relevant expenditures have been subsumed under the overall expenditure of EDB.

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 catering for students' diverse needs in a more effective manner as afore-mentioned.

- End -

CONTROLLING OFFICER'S REPLY

EDB467

(Question Serial No. 6562)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Special Education

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

Director of Bureau: Secretary for Education

Question:

1. In the past 5 years, what were the numbers of students in special schools for children with intellectual disabilities and the unit cost per capita (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 were the numbers of new students and their age distribution (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 were the numbers of school leavers and their age distribution (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 were the numbers of new graduates of special schools waiting for various types of adult services (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: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 2333)

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 in the past five school years are set out at Appendix 1.

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 in the past five school years in special schools for children with intellectual disability are set out at Appendix 2.

Table 1: The Average Unit Cost per School Place for Each Type of Special Schools for Children with Intellectual Disability from the 2011/12 to 2015/16 School Years

School Type	Average Unit Cost per School Place				
	2011/12	2012/13	2013/14	2014/15	2015/16
Mild Intellectual Disability ^{Note}	\$122,500	\$140,000	\$145,500	\$171,000	\$171,500
Moderate Intellectual Disability ^{Note}	\$198,500	\$216,500	\$218,000	\$239,500	\$253,000
Severe Intellectual Disability	\$263,000	\$278,000	\$281,000	\$313,000	\$329,000

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 2011/12 to 2015/16 School Years

School Type	Average Unit Cost per Boarding Place				
	2011/12	2012/13	2013/14	2014/15	2015/16
Mild Intellectual Disability ^{Note 1}	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Moderate Intellectual Disability ^{Note 2}	\$177,500	\$190,500	\$198,000	\$233,500	\$243,000
Severe Intellectual Disability	\$226,500	\$242,500	\$255,500	\$294,500	\$306,000

Note:

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 2011/12 to 2015/16 School Years**

Item			Age Range (Year)	School Year ^{Note 1}				
				2011/12	2012/13	2013/14	2014/15	2015/16
1	Number of Students (No. of Non-Chinese Speaking Students (NCS) ^{Note 2})			5 618 (133)	5 637 (147)	5 624 (193)	5 607 (223)	5 607 (266)
2	Boarders (No. of NCS)	5-day		352 (3)	347 (3)	324 (5)	306 (5)	296 (5)
		7-day		328 (1)	340 (1)	352 (2)	362 (2)	359 (3)
3	New Students ^{Note 3} (No. of NCS)	Day Place	6-20	515 (30)	479 (27)	523 (40)	560 (30)	562 (44)
		5-day Boarding	6-19	40 (0)	39 (0)	45 (3)	31 (1)	46 (1)
		7-day Boarding	6-20	43 (1)	46 (2)	40 (0)	60 (2)	34 (0)
4	Leavers ^{Note 4} (No. of NCS)	Day Place	6-24	462 (8)	532 (12)	599 (12)	569 (23)	487 (28)
		5-day Boarding	6-23	50 (0)	64 (0)	55 (2)	52 (0)	43 (1)
		7-day Boarding	7-23	25 (1)	36 (0)	31 (0)	48 (1)	43 (0)
5	Number of Graduates Waiting for Adult Services ^{Note 5} (No. of NCS)			60 (0)	86 (0)	98 (3)	42 (1)	66 (4)

Notes:

- Number of students of item 1-2 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.
 - 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**EDB468****(Question Serial No. 6565)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (6) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

How many students in DSS schools have asked for testing accommodations at P3, P6, S3, for TSA?

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 2345)

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				
	2011/12	2012/13	2013/14	2014/15	2015/16
Primary 3					
No. of students with SEN participated in TSA	4 203	4 285	4 984	4 920	394
Primary 6					
No. of students with SEN participated in TSA	365	3 758	329	3 902	154
Secondary 3					
No. of students with SEN participated in TSA	1 863	2 227	2 385	2 676	2 916

- End -

CONTROLLING OFFICER'S REPLY

EDB469

(Question Serial No. 6567)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (6) 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: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 2346)

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. 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**EDB470****(Question Serial No. 6569)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) 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 were 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 percentage of SEN students to 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: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 2350)

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, Primary 6 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 Primary 6 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**EDB471****(Question Serial No. 6571)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) 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: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 2355)

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
2012/13	282	207
2013/14	337	254
2014/15	349	306
2015/16	462	363
2016/17	512	367

Notes:

1. The figures denote the position as at September of the respective school years.
2. The figures cover those students whose home language is known to the Education Bureau and is NOT Chinese regardless of their ethnicity.

- End -

CONTROLLING OFFICER'S REPLY**EDB472****(Question Serial No. 6574)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) 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: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 2356)

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				
	2011/12	2012/13	2013/14	2014/15	2015/16
Primary 3					
No. of students with SEN participated in TSA*	4 203	4 285	4 984	4 920	394
No. of NCS students participated in the Chinese assessment*	921	913	982	1 395	231
Primary 6					
No. of students with SEN participated in TSA*	365	3 758	329	3 902	154
No. of NCS students participated in the Chinese assessment*	80	826	91	1 341	96
Secondary 3					
No. of students with SEN participated in TSA*	1 863	2 227	2 385	2 676	2 916
No. of NCS students participated in the Chinese assessment*	352	410	430	1 400	1 321

* 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**EDB473****(Question Serial No. 6577)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) 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 is 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: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 2414)

Reply:

(1) & (2) Applied Learning Chinese (for non-Chinese speaking students) (ApL(C)) was first introduced in the 2014/15 school year. The related enrolment figures for the 2015-17 cohort (the first cohort) and the 2016-18 cohort (the second cohort) are as follows:

	2015-17 cohort		2016-18 cohort	
	Number of students enrolled	Number of schools with students enrolled	Number of students enrolled	Number of schools with students enrolled
ApL(C) - Chinese for the Service Industry	125	7	138	17
ApL(C) - Practical Chinese in Hospitality	56	7	40	7
Total	181	14	178	23*

(*1 school with students enrolled in both courses)

(3) The Government provides the Student Grant (SG) for ApL(C) to fully subsidise schools for offering ApL(C) to students. The SG for ApL(C) expended in the 2014/15 and the 2015/16 school years are as follows:

School Year	SG for ApL(C) (\$ million)**	
	2014/15	2015/16
ApL(C) - Chinese for the Service Industry	1.64	3.31
ApL(C) - Practical Chinese in Hospitality	0.61	1.06
Total	2.25	4.37

(** 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 (NCS) students who aspire to study ApL(C) should have basic language competency to enable them to learn the 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 “Chinese Language Curriculum Second Language Learning Framework” (“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

EDB474

(Question Serial No. 6579)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (8) 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 level of the Qualifications Framework.

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 2415)

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 2016/17 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 2016/17 school year**

Programme	Organisation commissioned to organise the programme	Target participants	Estimated expenditure in the 2016/17 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	The University of Hong Kong	NCS students in primary and secondary schools	3.9
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	1.72
Vocational Chinese Language Courses for NCS School Leavers, pegged at Level 1 or 2 of the Qualifications Framework with a view to enhancing the employability of NCS school leavers	(a) Vocational Training Council (b) School of Continuing and Professional Education, City University of Hong Kong	NCS school leavers	1.37

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

EDB475

(Question Serial No. 6584)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education,
(6) 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 levels 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 levels from K1 to S6 in public schools (including Direct Subsidy Scheme Schools) in the school year 2015/16 disaggregated by ethnicity.

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 2416)

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 students with SEN and the number of NCS students with SEN disaggregated by grade levels 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 levels
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 categorised 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 levels
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 categorised 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**EDB476****(Question Serial No. 6589)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (3) Primary Education, (4) Secondary Education, (6) Other Educational Services and SubsidiesControlling Officer: Permanent Secretary for Education (Mrs Marion LAI)Director of Bureau: Secretary for EducationQuestion:

- (a) 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 of:
- (1) for the purpose of funding, 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
- (b) 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 of:
- (1) how many applicants checked the option "Cannot use Chinese as learning medium" on the "Application Form for Admission to Primary One" in the 2011/12, 2012/13, 2013/14, 2014/15, 2015/16, and 2016/17 school year admissions respectively; and
 - (2) 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 2014/15, 2015/16, and 2016/17 school year admissions respectively.

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 2419)Reply:

- (a)(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.
- (a)(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 students and parents, starting from POA 2005, EDB has adopted the flexible arrangements under which applicant children who choose the option "Cannot use Chinese as the learning medium" in the application form of POA may choose, in addition to schools in their residing school net, the primary schools traditionally admitting more NCS students in other school nets at the Central Allocation stage. In tandem, EDB has appealed to parents of NCS students, through further revision to the Notes to Parents of NCS Children, to take into account the aspirations and needs of their children when making school choices and send their children to schools with an immersed Chinese language environment to facilitate their learning of the Chinese language. The Notes have been translated into major ethnic minority languages for easy reference by parents of NCS students.

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.

- (b)(1) The number of applicants who chose the option "Cannot use Chinese as learning medium" on the application form of POA is 631, 665, 679, 700 and 756 in the 2012/13, 2013/14, 2014/15, 2015/16 and 2016/17 school years respectively.
- (b)(2) The percentage of students who chose the option "Cannot use Chinese as learning medium" and were subsequently admitted by the schools traditionally admitting more NCS students is 52.3%, 48% and 46.4% in the 2014/15, 2015/16 and 2016/17 school years respectively.

- End -

CONTROLLING OFFICER'S REPLY

EDB477

(Question Serial No. 6595)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (3) Primary Education, (4) 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 and SEN type in primary and secondary levels, as well as their proportions in the total number of students in their respective districts.
2. What is the analysis by the Education Bureau (EDB) on the situation in which the proportions of students with SEN are significantly higher in certain districts and how will it cater for the needs as far as the injection of resources and the formulation of policies are concerned?
3. On the frontline implementation level, is there any communication and collaboration mechanism between the EDB and the districts offices of the Social Welfare Department to support families of students with SEN?

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 2422)

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 2016/17 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	8 860	670	5 020	4 350	110	30	300	2 520
Secondary	11 260	910	2 800	5 090	190	80	350	350

(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 the 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

EDB478

(Question Serial No. 6597)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not specified
Programme: (3) Primary Education, (4) 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: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 2435)

Reply:

(1)

Schools are required to report cases of students suspected of committing suicide to the Education Bureau (EDB). Professional support will be provided for the schools concerned as appropriate. The nature and number of the fatal suicide cases will be confirmed after the legal proceedings of the Coroner's Court. Over the years, EDB has not captured the information from the Court. Hence, we are unable to provide officially verified figures on student suicides.

(2)

With the recommendations of the Committee on Prevention of Student Suicides, starting from the 2016/17 school year, EDB, in collaboration with relevant bureaux and department, has put forward various measures to enhance support to schools to take care of students in need, which are directed at three levels, namely "Universal", "Selective" and "Indicated". Universal prevention strategies are designed to reach all students aiming to strengthen protective factors. Selective prevention strategies target vulnerable students. Indicated prevention strategies target students with suicidal risk.

At the Universal level, the Joyful@School Campaign has been launched in schools jointly by the Department of Health and EDB with an aim to enhancing students' knowledge and understanding about mental health and their competency in coping with environmental changes. Schools can submit applications to the Quality Education Fund through the simplified application mechanism for funding not exceeding \$150,000 to implement related activities under the Campaign.

At the Selective level, EDB will conduct professional development programmes for teachers, which include elementary training for teachers at large and in-depth training for designated teachers, as well as develop screening tools and materials, to raise their awareness on mental health and help them early detect and support students with mental health needs including those with suicidal risks. Subsidy for supply teachers will be offered to schools as appropriate.

At the Indicated level, as announced in the 2017 Policy Address, starting from the 2017/18 school year, the Learning Support Grant that EDB provides for public sector mainstream primary and secondary schools will cover students with mental illness so that schools will have additional resources to provide appropriate services, such as arranging for counselling and emotional support, etc. The estimated expenditure in the 2017-18 financial year is about \$30 million. In addition, the Food and Health Bureau, in collaboration with EDB, the Hospital Authority (HA) and the Social Welfare Department launched a two-year pilot scheme “Student Mental Health Support Scheme” based on a medical-educational-social collaboration model in 17 schools by two phases from the 2016/17 school year to the 2017/18 school year. Under the pilot scheme, a multi-disciplinary team is formed in each school comprising a psychiatric nurse of HA, designated teacher(s) and a school social worker as the core members to work closely with the psychiatric teams of HA, the school-based educational psychologists, relevant teachers and social workers from relevant social service units for the provision of support services to students with mental health needs and their carers.

EDB works alongside the Curriculum Development Council in reviewing on an ongoing basis the primary and secondary curricula to explore ways of catering better for learner diversity and creating more space for students to achieve their whole-person development. Schools are also advised to regulate the amount of homework given to students each day so as to ensure that they would have enough time to rest, play and develop their own interests.

Moreover, EDB has been reviewing the relevant domains of the education system with a view to supporting and addressing the developmental and diverse needs of students. EDB continues to encourage and support schools in implementing the suggestions made in the review of the New Academic Structure, so as to support the diverse learning needs of schools and students. Measures include: increasing the flexibility in deploying lesson time, trimming, enhancing or updating curriculum contents and assessment arrangements, clarifying the breadth and depth of subject curricula; implementing School-based Assessment in fewer subjects and improving its implementation to reduce student and teacher workload, arranging accreditation of more Applied Learning courses under the Qualifications Framework and increasing opportunities for Industrial Attachment, and encouraging students interested in vocational training or joining the workforce to study two Applied Learning courses, etc.

As announced in the 2017 Policy Address, there will be various measures to provide multiple pathways and further study opportunities for young people so that they can develop according to their capacities and interests. The measures include launching a vocational English programme with the support from the Language Fund for senior secondary students who aspire to pursue vocational and professional education and training or who are prepared to work, with a view to enhancing their English proficiency and enabling them to obtain relevant qualifications from recognised courses for further studies and employment. The Government decides to regularise the Study Subsidy Scheme for Designated Professions/Sectors after the pilot run, making it a recurrent initiative from the 2018/19 academic year onwards and the number of subsidised degree places would be increased. Current students of the designated programmes will also receive the subsidy from the 2018/19 academic year.

- End -

CONTROLLING OFFICER'S REPLY

EDB479

(Question Serial No. 6599)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (3) Primary Education, (4) Secondary Education
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

Please provide the year-on-year percentage 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: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 2344)

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 school years (i.e. from 2012/13 to 2016/17) 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
from the 2012/13 to 2016/17 school years** (Note 1)

Specific Learning Difficulties	P1 <small>(Note 2)</small>	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2012/13	20	533	1 645	1 943	2 084	2 163	2 267	1 822	1 792	1 344	1 041	779
2013/14	18	437	1 770	1 862	1 984	2 115	2 297	2 141	1 810	1 601	1 105	934
2014/15	13	318	1 806	2 047	1 892	2 013	2 259	2 214	2 102	1 639	1 322	982
2015/16	8	285	1 920	2 101	2 133	1 918	2 198	2 137	2 210	1 882	1 386	1 203
2016/17	2	206	2 142	2 231	2 136	2 144	2 155	2 064	2 121	2 011	1 599	1 309

Intellectual Disability	P1 <small>(Note 2)</small>	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2012/13	67	88	113	181	161	154	149	168	195	153	164	103
2013/14	97	88	98	130	181	157	183	137	175	161	125	145
2014/15	76	120	126	103	134	181	180	182	152	145	130	116
2015/16	87	89	140	122	95	130	219	168	181	117	121	122
2016/17	86	119	107	130	124	105	169	199	167	151	109	112

Autism Spectrum Disorders	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2012/13	496	542	487	469	425	417	294	258	245	208	179	123
2013/14	547	662	624	533	502	444	396	345	298	246	199	179
2014/15	571	684	746	694	574	532	435	442	371	314	233	190
2015/16	633	803	816	814	750	604	495	471	497	384	309	227
2016/17	683	841	943	894	874	784	588	533	509	490	376	306

Attention Deficit / Hyperactivity Disorder	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2012/13	57	186	414	535	634	628	577	567	486	362	228	113
2013/14	45	200	508	648	700	751	710	709	589	482	320	204
2014/15	77	207	515	807	853	811	847	797	736	552	418	291
2015/16	133	260	605	827	1 023	1 005	938	983	846	716	486	381
2016/17	159	311	675	967	1 068	1 169	1 114	1 094	1 008	801	615	461

Physical Disability	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2012/13	13	23	22	15	22	31	33	42	45	41	47	38
2013/14	12	18	23	25	16	21	32	37	43	46	33	44
2014/15	12	16	21	23	26	16	18	33	47	46	38	34
2015/16	18	15	15	17	25	26	18	21	36	47	38	34
2016/17	12	27	16	19	16	24	26	18	23	41	44	38

Visual Impairment	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2012/13	2	3	5	7	4	11	8	18	19	21	19	13
2013/14	4	5	3	5	7	4	12	12	19	18	20	19
2014/15	6	5	5	3	5	7	3	14	13	24	19	20
2015/16	7	8	6	5	3	5	8	3	16	13	23	19
2016/17	1	8	8	7	4	1	7	9	11	18	12	21

Hearing Impairment	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2012/13	35	34	42	48	49	57	66	58	72	63	80	79
2013/14	38	36	43	44	51	52	60	68	55	76	58	83
2014/15	44	46	38	46	44	56	57	69	71	63	69	54
2015/16	36	49	59	46	44	45	63	58	72	74	59	68
2016/17	46	43	53	62	50	42	42	58	59	71	65	56

Speech & Language Impairment	P1 (Note 2)	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2012/13	30	890	445	268	189	117	73	39	22	22	21	13
2013/14	36	815	447	271	178	130	65	41	40	19	18	24
2014/15	17	916	440	261	146	112	70	48	47	23	29	23
2015/16	31	772	585	361	209	141	107	36	51	49	31	26
2016/17	18	872	601	469	337	220	135	74	58	37	22	28

Note:

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

- End -

CONTROLLING OFFICER'S REPLY**EDB480****(Question Serial No. 6601)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (6) Other Educational Services and Subsidies

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 Cub Sarah Roe School. However, the Government still provides \$28.3million in subvention. And, ESF administrators have stated that they regularly report waiting list numbers to the EDB. Can the EDB clarify this?

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 2347)

Reply:

The review of the subvention arrangement for the English Schools Foundation (ESF) was completed in mid-2013. As reported at the meeting of the Legislative Council Panel on Education on 9 July 2013, after intensive negotiations, the Board of Directors of ESF formally accepted the agreed arrangement for the phasing out of the government subvention for ESF in June 2013. According to the agreed arrangement, among others, the recurrent subvention for ESF's mainstream primary and secondary schools of \$249.7 million has been maintained for three more years from the 2013/14 to 2015/16 school years. From the 2016/17 school year onwards, the annual recurrent subvention has started to phase out within 13 years at an average amount of \$19.2 million per year until the 2028/29 school year. The existing annual recurrent subvention of \$28.3 million for students with special educational needs (SEN) in ESF's mainstream schools as well as its special school are 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**EDB481****(Question Serial No. 6603)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not SpecifiedProgramme: (3) Primary Education, (4) Secondary Education, (6) Other Educational Services and SubsidiesControlling Officer: Permanent Secretary for Education (Mrs Marion LAI)Director of Bureau: Secretary for EducationQuestion:

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: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 2348)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 when 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 (if any). 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 international schools from 2012/13 to 2016/17 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 international schools from the 2012/13 to 2016/17 School Years

School Year	ESF		Other International		Total	
	Primary	Secondary	Primary	Secondary	Primary	Secondary
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
2016/17	245	565	323	179	568	744

* 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 from 2015/16 onwards they have standardised their practice by requiring all ESF schools to include in their returns to the student enrolment survey 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 as compared with previous years.

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 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**EDB482****(Question Serial No. 6604)**

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

Learning Support Grants are paid to schools based on Tier 2 and Tier 3 level of the SEN student (as well as top up). For the past five years, how much Learning Support Grant was paid for Tier 2 level SEN student and how much for Tier 3 level SEN student (excluding top up)?

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 2358)

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 the 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	2012/13	2013/14	2014/15	2015/16	2016/17 (Revised Estimate)
Expenditure on LSG (\$ million)	293.4	330.9	450.1	500.1	539.0

Although LSG is calculated on the basis of the number of students with SEN admitted and the tier of support the students required (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

EDB483

(Question Serial No. 6621)

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:

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: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 2263)

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

EDB484

(Question Serial No. 6624)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

The Government mentioned in paragraph 194 of the Policy Address that it “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 such needs”. Please give a thorough account of the details of this initiative, related resources distribution and expected outcomes. Please define the criteria for being “with a large number of students with such needs”.

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 2262)

Reply:

In the 2016/17 school year, the School-based Educational Psychology Service (SBEPS) covers all public sector primary and secondary schools. The Government has further enhanced 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) has accorded 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, EPs will pay 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 their needs. The estimated expenditure for the enhanced provision for the 2016/17 and 2017/18 school years is \$4 million and \$11 million respectively.

- End -

CONTROLLING OFFICER'S REPLY

EDB485

(Question Serial No. 6637)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies, (8) 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 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 choices, 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 choices, 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 choices, 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: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 2418)

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 nine 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 Chinese and English and there is a designated webpage on the education services for NCS students. We also provide NCS students and their parents 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 parents of NCS students) should take into account the aspirations and needs of their children when making school choices, and encouraging parents of NCS students 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 parents of NCS students. In tandem, EDB has been encouraging schools to organise parents' school visits on a school / district basis to enable parents (including parents of NCS students) to get to know more about the schools before making school choices. EDB has, starting from the 2015/16 school year, distributed the English version of the School Profiles to each NCS student to help their parents grasp the basic information of all public sector schools. EDB has encouraged schools to keep on enriching the contents of their English School Profiles and school websites. Besides, EDB has set up a hotline for NCS students and their parents with telephone interpretation arranged through the CHEER Centre funded by the Home Affairs Department.

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, Tagalog, Urdu, Thai, Nepali
Notes on 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 Free Quality Kindergarten Education Scheme	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali
Leaflet on Admission Arrangements for K1 Classes in Kindergartens for the 2017/18 School Year	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali
Poster on Free Quality Kindergarten Education Scheme - Application for the 2017/18 School Year Registration Certificate for Kindergarten Admission	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali
Application Form and Guidance Notes on Application for Registration Certificate for Kindergarten Admission 2017/18	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
Information Note on One-off Grant for School-related Expenses to Kindergarten Students	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali
Communication Cue Cards for Non-Chinese Speaking Families in Kindergartens	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
Information Notes on Primary One Admission System Specifically for Non-Chinese Speaking Students	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
Primary One Admission – Notes to Parents on Central Allocation	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali
Leaflet on Summer Bridging Programme for Non-Chinese Speaking Students	Hindi, Bahasa Indonesia, 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 1 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
Applied Learning Chinese (for Non-Chinese Speaking Students) Information Leaflet	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali

- End -

CONTROLLING OFFICER'S REPLY**EDB486****(Question Serial No. 6884)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) 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: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 2417)

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 their 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 parents of NCS students 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 students and their parents are tabulated at [Annex B](#). In tandem, EDB has been promoting parent education emphasising that parents (including parents of NCS students) should take into account the aspirations and needs of their children when making school choices, and encouraging parents of NCS students 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 their 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 parents of NCS students. EDB has also been encouraging schools to organise parents’ visits to schools on a school / district basis for parents (including parents of NCS students) 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, Tagalog, Urdu, Thai, Nepali
Notes on 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 Free Quality Kindergarten Education Scheme	Yes	Yes	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali
Leaflet on Admission Arrangements for K1 Classes in Kindergartens for the 2017/18 School Year	Yes	Yes	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali
Poster on Free Quality Kindergarten Education Scheme - Application for the 2017/18 School Year Registration Certificate for Kindergarten Admission	Yes	Yes	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali
Application Form and Guidance Notes on Application for Registration Certificate for Kindergarten Admission 2017/18	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
Information Note on One-off Grant for School-related Expenses to Kindergarten Students	Yes	Yes	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali
Communication Cue Cards for Non-Chinese Speaking Families in Kindergartens	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

Information or publications published by EDB as mentioned in part (6)	Language versions		
	Chinese (Yes/No)	English (Yes/No)	Others (please specify)
Information Notes on Primary One Admission System Specifically for Non-Chinese Speaking Students	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
Primary One Admission – Notes to Parents on Central Allocation	Yes	Yes	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali
Leaflet on Summer Bridging Programme for Non-Chinese Speaking Students	No	Yes	Hindi, Bahasa Indonesia, 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
Applied Learning Chinese (for Non-Chinese Speaking Students) Information Leaflet	Yes	Yes	Hindi, Bahasa Indonesia, Tagalog, Urdu, Thai, Nepali

- End -

CONTROLLING OFFICER'S REPLY

EDB487

(Question Serial No. 6890)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not specified
Programme: (3) Primary Education, (4) Secondary Education
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

Please set out the numbers of students benefited from the School-based After-school Learning and Support Programmes by grade level.

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 5091)

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 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 (SFAS).

In the 2016/17 school year, for the School-based Grant, 896 schools which constitute about 90% of all the eligible schools in the territory with 217 120 eligible students qualified for the grant participate in the Programme. Regarding the Community-based Project Grant, the 510 projects organised by 173 NGOs are targeted at individual eligible students totaling about 103 000. As schools are given 25% discretionary quota to cover students who are not in receipt of CSSA or SFAS full grant, breakdown on the number of students by grade level is not available.

- End -

CONTROLLING OFFICER'S REPLY**EDB488****(Question Serial No. 6891)**

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

Please set out the choice of programmes provided under the School-based After-school Learning and Support Programmes (please group under academic/extra-curricular development/one-off categories).

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 5093)

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 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.

The objectives of the Programme are to help needy students enhance learning effectiveness, broaden learning experience outside classroom and raise understanding of and sense of belonging to the community. The types of activities grouped along the above-mentioned major objectives are set out below for reference. A wide spectrum of activities is organised under each type to cater for the diverse needs of students as gauged by their schools and/or the NGOs concerned.

Objectives	To enhance learning effectiveness	To broaden learning experience outside classroom	To raise understanding of and sense of belonging to the community
Types of activities	<ul style="list-style-type: none"> • Tutorial services • Training of learning skills • Training of languages 	<ul style="list-style-type: none"> • Art & cultural activities • Sports activities • Visits & outdoor activities 	<ul style="list-style-type: none"> • Volunteer services • Social & communication skills training (complemented by development of self-confidence through leadership training, adventure activities, etc.)

- End -

CONTROLLING OFFICER'S REPLY**EDB489****(Question Serial No. 5221)**

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

Will the government inform this Committee of:

- (a) The number and percentage of non-Chinese speaking students who participated in Primary One Admission (POA) System for the school years 2015/16 and 2016/17 among the total number of students who participated;
- (b) The number and percentage of all students who got admission in "Discretionary Places Admission" stage for school years 2015/16 and 2016/17 among those who participated in POA;
- (c) The number and percentage of non-Chinese speaking students who got admission in "Discretionary Places Admission" stage for school years 2015/16 and 2016/17 among those who participated in POA;
- (d) The number and percentage of all students who got admission in "Central Allocation" stage for school years 2015/16 and 2016/17 among those who participated in POA;
- (e) The number and percentage of non-Chinese speaking students who got admission in "Central Allocation" stage in school years 2015/16 and 2016/17 among those who participated in POA;
- (f) The number and percentage of non-Chinese speaking students who participated in Secondary School Places Allocation (SSPA) System for school years 2015/16 and 2016/2017 among the number of non-Chinese speaking students in P.6;
- (g) The number and percentage of all students and non-Chinese speaking students who got admission in "Discretionary Places Admission" stage for school years 2015/16 and 2016/2017 among those who participated in SSPA;
- (h) The number and percentage of all students and non-Chinese speaking students got admission in "Central Allocation" stage for school years 2015/16 and 2016/2017 among those who participated in SSPA;
- (i) The number and percentage of all students and non-Chinese speaking students who got admission in direct subsidy school in the school years 2015/16 and 2016/2017.

Asked by: Hon HUI Chi-fung (Member Question No. 46)

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 and in POA 2016 for admission to Primary 1 in the 2015/16 and 2016/17 school years is 1 199 and 1 270 respectively. The

corresponding percentage share among the total number of students participating in POA is 2.4% and 2.5% in the respective years.

- (b) The number and percentage of students who were offered a Primary 1 place at the “Discretionary Places” stage are 22 154 and 43.8% respectively for the 2015/16 school year (i.e. POA 2015), and 22 504 and 43.5% respectively for the 2016/17 school year (i.e. POA 2016).
- (c) The number and percentage of NCS students who were offered a Primary 1 place at the “Discretionary Places” stage among the total number of NCS students participating in POA are 752 and 62.7% respectively for the 2015/16 school year (i.e. POA 2015), and 763 and 60.1% respectively for the 2016/17 school year (i.e. POA 2016).
- (d) The number and percentage of all students who were allocated a Primary 1 place at the “Central Allocation” stage are 28 483 and 56.2% respectively for the 2015/16 school year (i.e. POA 2015), and 29 243 and 56.5% respectively for the 2016/17 school year (i.e. POA 2016).
- (e) The number and percentage of NCS students who were allocated a Primary 1 place at the “Central Allocation” stage among the total number of NCS students participating in POA are 447 and 37.3% respectively for the 2015/16 school year (i.e. POA 2015), and 507 and 39.9% respectively for the 2016/17 school year (i.e. POA 2016).
- (f) 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 and in SSPA 2016 for admission to Secondary 1 in the 2016/17 school year is 1 435 and 1 390 respectively. 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% and 94.5% in the respective years.
- (g) The number and percentage of all Primary 6 students who were allocated a Secondary 1 place at the “Discretionary Places” stage among the total number of students participating in SSPA are 17 727 and 38.0% respectively for the 2015/16 school year (i.e. SSPA 2015), and 17 703 and 38.9% respectively for the 2016/17 school year (i.e. SSPA 2016). The number and percentage of Primary 6 NCS students who were allocated a Secondary 1 place at the “Discretionary Places” stage among the total number of NCS students participating in SSPA are 893 and 62.2% respectively for the 2015/16 school year (i.e. SSPA 2015), and 947 and 68.1% respectively for the 2016/17 school year (i.e. SSPA 2016).
- (h) The number and percentage of all Primary 6 students who were allocated a Secondary 1 place at the “Central Allocation” stage among the total number of students participating in SSPA are 28 932 and 62.0% respectively for the 2015/16 school year (i.e. SSPA 2015), and 27 841 and 61.1% respectively for the 2016/17 school year (i.e. SSPA 2016). The number and percentage of Primary 6 NCS students who were allocated a Secondary 1 place at the “Central Allocation” stage among the total number of NCS students participating in SSPA are 542 and 37.8% respectively for the 2015/16 school year (i.e. SSPA 2015), and 443 and 31.9% respectively for the 2016/17 school year (i.e. SSPA 2016).
- (i) The number of all students who were admitted to DSS schools offering the local curriculum and the corresponding percentage share among all students in public sector (excluding special schools) and

DSS schools offering the local curriculum are 62 098 and 10.1% respectively for the 2015/16 school year, and 61 427 and 10.0% respectively for the 2016/17 school year.

The number of NCS students who were admitted to DSS schools offering the local curriculum and the corresponding percentage share among all NCS students in public sector (excluding special schools) and DSS schools offering the local curriculum are 5 714 and 32.5% respectively for the 2015/16 school year, and 5 633 and 31.1% respectively for the 2016/17 school year.

- End -

CONTROLLING OFFICER'S REPLY**EDB490****(Question Serial No. 5222)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Secondary Education, (6) 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 Committee 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:

	2016/17
Number of students receiving subsidy for alternative Chinese language examinations	
Number of students receiving subsidy for GCSE Chinese	
Number of students receiving subsidy for GCSE Chinese for the first time	
Number of students receiving subsidy for IGCSE Chinese	
Number of students receiving subsidy for IGCSE Chinese for the first time	
Number of students receiving subsidy for GCE AS-Level Chinese	
Number of students receiving subsidy for GCE AS-Level Chinese for the first time	
Number of students receiving subsidy for GCE Chinese A-Level	
Number of students receiving subsidy for GCE Chinese A-Level for the first time	

	2016/17
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 HUI Chi-fung (Member Question No. 47)

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 in the 2016/17 school year and the estimated expenditure are tabulated below:

Alternative Chinese Examinations	Number of NCS students subsidised in the 2016/17 school year (Number of NCS students subsidised for the first time)	Estimated expenditure in the 2016/17 school year \$ million
GCSE Chinese	1 205 (1 140)	0.99
IGCSE Chinese	96 (90)	0.20
GCE AS-Level Chinese	245 (241)	0.66
GCE A-Level Chinese	201 (192)	0.73
Total	1 747	2.58

- End -

CONTROLLING OFFICER'S REPLY

EDB491

(Question Serial No. 5223)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Secondary Education, (6) 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 Committee of :

- (a) the number of non-Chinese speaking students applying for the Applied Learning Chinese course from 2014/15 to 2016/17;
- (b) the number of non-Chinese speaking students applying for the Applied Learning Chinese course from 2014/15 to 2016/17 but not accepted as a result of being unable to meet the minimum language entry requirement;
- (c) the number of schools enrolling non-Chinese speaking students in Applied Learning Chinese course from 2014/15 to 2016/17;
- (d) the number of non-Chinese speaking students taking Applied Learning Chinese courses from 2014/15 to 2016/17 desegregated by course subject matter (i.e. Chinese for the Service Industry or Practical Chinese in Hospitality) and the number of students completing each of the courses desegregated by results;
- (e) the number of teachers instructing Applied Learning Chinese course from 2014/15 to 2016/17 respectively and the number of teachers who received prior training in teaching Chinese as a Second Language;
- (f) the amount of funding spent on running Applied Learning Chinese course from 2014/15 to 2016/17.

Asked by: Hon HUI Chi-fung (Member Question No. 48)

Reply:

- (a) The numbers of applications for Applied Learning Chinese (for non-Chinese speaking students) (ApL(C)) are 189 and 179 for the 2015-17 and the 2016-18 cohorts respectively. For the 2017-19 cohort, since application from schools for ApL(C) is still in progress, the number of applications in the courses of ApL(C) is not yet finalised.
- (b) The number of non-Chinese speaking (NCS) students not accepted as a result of being unable to meet the minimum language entry requirement is not available. The difference between the number of NCS students applying for ApL(C) (189 and 179 for the 2015-17 and the 2016-18 cohorts respectively) and the actual student enrolments (181 and 178 for the 2015-17 and the 2016-18 cohorts respectively) is caused by different reasons (students' interest, language ability, family considerations, etc.) and the difference is not significant.

(c) The numbers of schools with NCS students enrolled in ApL(C) are 14 and 23 for the 2015-17 and the 2016-18 cohorts respectively. For the 2017-19 cohort, since application from schools for ApL(C) is still in progress, the number of schools with NCS students enrolled in the courses of ApL(C) is not yet finalised.

(d) The numbers of NCS students enrolled in ApL(C) are as follows:

Cohort	2015-17	2016-18
ApL(C) - Chinese for the Service Industry	125	138
ApL(C) - Practical Chinese in Hospitality	56	40
Total	181	178

For the 2017-19 cohort, since application from schools for ApL(C) is still in progress, the number of NCS students enrolled in the courses of ApL(C) is not yet finalised.

The results of the first cohort of ApL(C) graduates will be available in mid-July 2017.

(e) For each course, a team of one to three professional members is involved in the course delivery of ApL(C), including the main teaching staff with expertise in Chinese Language and experience in teaching NCS students. Apart from these, there are personnel with related professional and vocational experience to support the delivery.

(f) The amount of Student Grant (SG) for ApL(C) from the 2014/15 to the 2016/17 school years are as follows:

School Year	2014/15	2015/16	2016/17
SG for ApL(C) (\$ million)	2	4	7

- End -

CONTROLLING OFFICER'S REPLY**EDB492****(Question Serial No. 5224)**

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

Will the government inform this Committee 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:	2014/15	2015/16	2016/17
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 provided to the schools above, given that the small number of NCS students in their school does not make them eligible for recurrent funding designated for NCS students.

Asked by: Hon HUI Chi-fung (Member Question No. 49)

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 (KGs), “1-9” in public sector and Direct Subsidy Scheme primary and secondary schools and “1-5” in special schools from the 2014/15 to 2016/17 school years are tabulated at Annex A.
- (b) 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”) 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.

With the implementation of the Free Quality KG Education Scheme starting from the 2017/18 school year, EDB will enhance the support to NCS students in KGs including, among others, enhancement in teacher training and school-based professional support services. All KGs, irrespective of the number of NCS students admitted (i.e. including those admitting 1 to 7 NCS students), may apply to join to enhance their strategies to help NCS students learn Chinese. The estimated expenditure on specific training on support to NCS students is \$1.8 million in the 2017/18 school year. School-based professional support services are provided by different sections of EDB and deployment of staff may be adjusted having regard to the needs of individual schools. The relevant expenditures have been subsumed under the overall expenditure of EDB. Besides, starting from the 2016/17 school year, the Education University of Hong Kong has also offered a new University Grants Committee-funded course, namely the Bachelor of Education (Honours) (Early Childhood Education) in Leadership and NCS Children Programme. On the other hand, it is also worth noting that KGs admitting a handful (i.e. from 1 to 7) of NCS students offer an immersed Chinese language environment which is conducive to their learning of Chinese and integration into the local community.

**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 from the 2014/15 to 2016/17 school years**

	Number of NCS students	Number of schools		
		2014/15 school year	2015/16 school year	2016/17 school year
Pre-primary	1-7	319	322	314
Primary	1-9	221	217	207
Secondary	1-9	193	193	175
Special	1-5	25	23	26

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 NCS students studying in public sector and Direct Subsidy Scheme schools.
5. 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
from the 2014/15 to 2016/17 school years**

Support measures	Actual expenditure in the 2014/15 school year \$ million	Actual expenditure in the 2015/16 school year \$ million	Estimated expenditure in the 2016/17 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	Note	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	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.	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	3.9
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	2.6
Student grant for Applied Learning Chinese (for NCS students) starting from the 2014/15 school year	2.3	4.4	6.8

<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	2.58
<p>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</p>	1.09	2.35	1.72

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

EDB493

(Question Serial No. 5240)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not specified
Programme: (2) Pre-primary Education, (8) Policy and Support
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

Regarding the arrangements of assessing kindergartens joining the Free Quality Kindergarten Education Scheme (KG Scheme) in the coming year, please provide the following information:

1. the criteria adopted by the Education Bureau (EDB) in selecting External Observers to undergo the Quality Review (QR);
2. the number of External Observers; and
3. the estimated expenditure on employment of External Observers?

Asked by: Hon HUI Chi-fung (Member Question No. 80)

Reply:

(1)

The External Observers (ExtOs) will be involved in the Quality Review for the kindergartens joining the Free Quality Kindergarten Education Scheme. The ExtOs have been selected through open recruitment and the requirements of qualifications and experience are as follows:

Qualifications

- (a) A Hong Kong Bachelor's Degree preferably in Early Childhood Education, Psychology, Education or equivalent; and
- (b) A certificate in education from a Hong Kong tertiary educational institution, or equivalent.

Experience

- (c) At least 10 years of working experience in school inspection / teaching / educational administration in the early childhood education sector and/or teaching experience in tertiary institutions in early childhood education; and
- (d) At least 5 years of working experience in managerial and/or supervisory position; and
- (e) Candidates are not currently serving in education sector.

All applicants meeting the above-mentioned criteria were selected for interviews. Their understanding about the current trends of kindergarten education and general attributes such as ability to communicate effectively were considered.

(2) and (3)

There are nine ExtOs and the estimated expenditure on the honorarium in 2017-18 is \$0.2 million.

- End -

CONTROLLING OFFICER'S REPLY

EDB494

(Question Serial No. 5241)

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

Regarding school-based professional support, the questions are as follows:

1. The number of schools provided with school-based professional support in 2016/17 decreased by 12 schools as compared with 2015/16. What were the reasons? Was it because those schools decided to withdraw? If yes, has the Education Bureau (EDB) studied the reasons so as to make improvements accordingly?
2. Has the EDB considered the sector's opinions on school-based professional support? If yes, please provide the main points of the latest review and details of the improvement made by the EDB; and if no, the reasons.

Asked by: Hon HUI Chi-fung (Member Question No. 81)

Reply:

1. The Education Bureau (EDB) provides schools with diversified school-based support services (SBSS) including on-site professional support provided by support sections of EDB and projects funded by the Education Development Fund. In the past few years, the school sector had a keen demand for the support services. Since the foci/themes of support would be different between years and schools may apply for support services based on their development needs, the number of school applications varies across years. The actual number of schools supported in 2016/17 will be available at the end of the school year.
2. EDB conducts evaluation of the effectiveness of SBSS by means of questionnaire surveys and/or focus interviews. The results of the annual evaluation consistently affirmed that participating schools and teachers were satisfied with the support services and that the support could meet the schools' expectations and needs. Positive impact was found in teachers' professional capacity, school culture and student learning. EDB will continue to review the support services based on the evaluation to ensure that the services best suit the needs of schools.

- End -

CONTROLLING OFFICER'S REPLY**EDB495****(Question Serial No. 5242)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education

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

Director of Bureau: Secretary for Education

Question:

Regarding the Administration's Matters Requiring Special Attention in 2017-18, please inform this Committee of:

1. the details of the Administration's plan to continue to improve the learning and teaching of the English Language in primary schools as well as the expenditure and manpower resources involved; and
2. the progress of the work relating to the Administration's provision of the Learning Support Grant for public sector primary schools to cover students with mental illness as well as the expenditure and manpower resources involved; moreover, as we can see that additional students will be covered by the grant, whether the amount of the grant will increase for that reason and whether additional manpower will be employed as a result. Please state the relevant figures and additional expenditure involved.

Asked by: Hon HUI Chi-fung (Member Question No. 82)

Reply:

(1)

In 2017-18, we will continue to implement support measures to improve the teaching and learning of the English Language in primary schools. The estimated expenditure for the initiatives in 2017-18 is \$472.54 million, of which \$35.10 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. The grant concerned has been subsumed under the Expanded Operating Expenses Block Grant w.e.f. the 2016/17 school year.

No.	Name of Project	Details^
B. School-based support		
*1.	Task Force on Language Support	<p>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).</p> <p>51 staff are involved. A breakdown by language and school level is not available as the staff may serve both primary and secondary schools in the same year.</p>
C. Professional development		
*1.	Professional Development Incentive Grant Scheme for language teachers	<p>To encourage serving language teachers who joined the profession before the 2004/05 school year to upgrade their professional qualifications in English Language.</p> <p>Two staff are involved.</p>
**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	Resources for teachers	To enhance teachers' professional knowledge and skills and to provide suggestions on specific areas of learning and teaching.
D. Creating a facilitating environment for English learning		
1.	The Native-speaking English Teacher (NET) Scheme in Primary Schools (PNET Scheme)	<p>NETs collaborate with local English teachers (LETs) to provide a rich and authentic language environment for students in public sector primary schools to learn and use English. To enhance students' literacy experience, a range of language activities, such as debating, drama, digital storytelling and puppetry, is developed and promoted through the collaboration between NETs, LETs and support officers from EDB.</p> <p>In general, an eligible public sector primary school operating six or more classes is provided with a NET.</p>
*2.	English Alliance	<p>To raise interest of the school community in the learning and use of English through a series of fun and enjoyable reading activities.</p> <p>Manpower resources are pending for funding approval.</p>

No.	Name of Project	Details^
*3.	Sponsorship Projects	To engage community partners in organising language-related events/competitions in the community. Manpower resources are pending for funding approval.

^ The number of staff involved for initiatives funded by the Language Fund is set out in the table. As for other initiatives, the work is absorbed from within by the staff establishment of Education Bureau. Hence, no separate breakdown on staff deployment is available.

* Initiatives funded by Language Fund

** Initiative is funded out of Head 173 Student Financial Assistance Agency

(2)

Students with mental illness (MI) need support pertaining to their emotional and mental health needs which are generally transient in nature. Treatment to them by medical professionals such as psychiatrists and psychiatric nurses is of prime importance. Schools play a complementary role in providing concerted support with particular reference to the students' needs as advised by medical professionals. School professionals, including guidance personnel/teachers, school social workers (SSWs) and educational psychologists (EPs) have been providing support and guidance services for students with MI, including the arrangement of multidisciplinary case conferences with medical professionals when necessary. To enhance the support for students with MI, from the 2017/18 school year onwards, students concerned will be provided with Learning Support Grant (LSG) under which schools will have additional resources to provide appropriate services, such as arranging for counselling and emotional support, etc.. The estimated expenditure on the provision of LSG for students with MI in the 2017-18 financial year is about \$30 million. Based on the data provided by the Hospital Authority (HA) on the patients aged 17 or below with related MI, it is estimated that about 2 000 students will benefit from the additional resources.

To support students with MI, the Food and Health Bureau, in collaboration with the Education Bureau (EDB), HA and the Social Welfare Department (SWD), launched a two-year pilot scheme named "Student Mental Health Support Scheme" based on a medical-educational-social collaboration model in 17 schools by two phases from the 2016-17 school year to the 2017-18 school year. Under the pilot scheme, a multi-disciplinary team is formed in each school comprising a psychiatric nurse of HA, designated teacher(s) and a school social worker as the core members to work closely with the psychiatric teams of HA, the school-based EPs, relevant teachers and social workers from relevant service units of SWD for the provision of support services to students with mental health needs and their carers.

EDB will also conduct professional development programmes, which include elementary training for teachers at large and in-depth training for designated teachers, as well as develop screening tools and materials to raise their awareness on mental health and help them early detect and support students with mental health needs. Subsidy for supply teachers will be offered to schools as appropriate.

- End -

CONTROLLING OFFICER'S REPLY**EDB496****(Question Serial No. 5243)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (5) Special Education

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

Director of Bureau: Secretary for Education

Question:Question:

The Government has indicated that the ratio of graduate teacher posts in public sector primary schools and primary section of public sector special schools will be further enhanced to 65% next year. Please advise the following:

1. the details of the work (including the number of graduate teacher posts to be created) , the related expenditure and manpower resources involved to enhance the ratio;
2. the respective number of graduate teachers and non-graduate teachers in public sector primary schools and primary section of public sector special schools, the percentage of these teachers in terms of the total number of teachers in public sector primary schools and the respective number of posts created in the past 3 school years;
3. the expenditure incurred by the creation of graduate teacher posts in primary schools in the past 3 school years.

Asked by: Hon HUI Chi-fung (Member Question No. 83)

Reply:

(1) Pursuant to the increase in the ratio of graduate teacher posts from 50% to 55% and 60% in public sector primary schools in the 2015/16 and 2016/17 school years respectively, the Education Bureau (EDB) will further enhance the ratio to 65% in the 2017/18 school year. It is estimated that an additional full year cost of about \$328 million will be incurred for providing 3 300 additional graduate teacher posts to be offset by the corresponding number of non-graduate teacher posts for public sector primary schools.

(2) & (3)

The number of teachers appointed as graduate teachers and non-graduate teachers in public sector primary schools and special schools (primary section) and their respective percentage for the school years from 2014/15 to 2016/17 are as follows:

Primary Schools (Government and Aided)

School Year	Graduate Teachers		Non-graduate Teachers	
	Number of Teachers*	%	Number of Teachers*	%
2014/15	7 550	39.9	11 400	60.1
2015/16	7 960	41.0	11 470	59.0

School Year	Graduate Teachers		Non-graduate Teachers	
	Number of Teachers*	%	Number of Teachers*	%
2016/17 (Estimate)	8 530	42.9	11 360	57.1

* Numbers are rounded to the nearest 10.

Special Schools (Primary Section)

School Year	Graduate Teachers		Non-graduate Teachers	
	Number of Teachers*	%	Number of Teachers*	%
2014/15	270	34.2	510	65.8
2015/16	290	35.1	530	64.9
2016/17 (Estimate)	290	34.9	540	65.1

* Numbers are rounded to the nearest 10.

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. With the implementation of this enhancement measure in the 2015/16 and 2016/17 school years, the cumulative total number of additional graduate teacher posts created is estimated to be around 900 and 1 900 respectively, to be offset by the corresponding number of non-graduate teacher posts. The annual cost incurred is about \$53 million and \$150 million for 2015-16 and 2016-17 respectively.

- End -

CONTROLLING OFFICER'S REPLY**EDB497****(Question Serial No. 5244)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (5) Special Education

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

Director of Bureau: Secretary for Education

Question:

The Administration indicates that the increase in provision for primary, secondary and special education next year is mainly due to salary increments. In this connection, please provide details of such salary increments over last year, including the rate of increase, and the average salary, median salary, highest salary and lowest salary payable to teachers last year and currently.

Asked by: Hon HUI Chi-fung (Member Question No. 84)

Reply:

The increase in provision under Programmes (3) Primary Education, (4) Secondary Education and (5) Special Education for 2017-18 against 2016-17 are mainly due to salary increments and increased provision for various existing grants to schools including the Salaries Grant. Upon satisfactory completion of a year's service, a teaching staff will be granted salary increment and paid at the next point of the pay scale on his/her incremental date until he/she reaches the maximum point of the pay scale of the relevant rank. The rate of increase of each higher pay point relevant to teaching staff ranges from 2.6% to 5.1%. The current monthly salary for various ranks of teaching staff in aided and government schools as compared with last year are set out in the table below-

	Monthly salary					
	Effective from 1.4.2015			Effective from 1.4.2016		
	Starting point \$	Maximum point \$	Mid-point [#] \$	Starting point \$	Maximum point \$	Mid-point [#] \$
Teaching staff						
Principal I	101,620	117,080	109,090	105,880	121,985	113,660
Principal II	80,990	95,215	88,125	84,385	99,205	91,815
Principal Graduate Master/Mistress	74,210	84,480	80,990	77,320	88,020	84,385
Senior Graduate Master/Mistress	63,095	77,650	70,955	65,740	80,905	73,930
Graduate Master/Mistress	26,785	62,235	45,130	28,040	65,150	47,240
Headmaster/Headmistress I	74,210	84,480	80,990	77,320	88,020	84,385
Headmaster/Headmistress II	64,745	77,650	70,955	67,460	80,905	73,930
Senior Primary School Master/Mistress	63,095	64,745	64,745	65,740	67,460	67,460
Primary School Master/Mistress	54,220	62,235	59,445	56,755	65,150	62,225
Assistant Primary School Master/Mistress	26,785	51,805	39,360	28,040	54,230	41,200
Principal Assistant Master/Mistress	63,095	67,745	64,745	65,740	70,585	67,460
Senior Assistant Master/Mistress	54,220	62,235	59,445	56,755	65,150	62,225
Assistant Master/Mistress	43,105	51,805	47,235	45,120	54,230	49,445
Certificated Master/Mistress	25,505	41,215	32,560	26,700	43,145	34,085

The mid-point is calculated by dividing the sum of the salary at the starting point and the maximum point by two and selecting the salary from the relevant pay scale closest to the result.

Taking into account that the salaries of some teachers are partly paid by the Salaries Grant and partly by other funding of schools, and some teachers are on a part-time basis, some are occupying fractional posts and some are on no-pay leave, we consider it misleading to calculate the average salary for the teaching staff.

- End -

CONTROLLING OFFICER'S REPLY**EDB498****(Question Serial No. 5245)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Special 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 disabilities studying in public sector special schools by disability type. How many of them are non-Chinese speaking students?

Asked by: Hon HUI Chi-fung (Member Question No. 85)

Reply:

The number of students and the number of non-Chinese speaking (NCS) students in different types of aided special schools in the 2016/17 school year (as at September 2016) are listed below:

School Type ^{Note 1}	Number of Students (including NCS Students)	Number of NCS Students ^{Note 2}
Visual Impairment	123	12
Hearing Impairment	89	18
Physical Disability	883	46
Mild Intellectual Disability ^{Note 3}	3 103	116
Moderate Intellectual Disability ^{Note 3}	1 911	127
Severe Intellectual Disability	687	32

Notes:

- (1) Schools for Social Development and the Hospital School are not included due to the transitional nature of the education service provided.
- (2) Figures cover those students whose ethnicity is Chinese but who are non-Chinese speaking based on the spoken language at home.
- (3) Including five schools for children with mild intellectual disability and children with moderate intellectual disability

- End -

CONTROLLING OFFICER'S REPLY**EDB499****(Question Serial No. 5246)**

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:

121 additional posts will be created in the coming year. In this connection, please inform this Committee of the reasons for creating these new posts and the job nature of these posts, and provide a breakdown of the expenditure involved.

Asked by: Hon HUI Chi-fung (Member Question No. 86)

Reply:

The increase of 121 posts in 2017-18 is the net result of the planned creation of 265 posts and planned deletion of 144 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} <u>(\$million)</u>
Assistant Master/Mistress	10	5.93
Certificated Master/Mistress	23	9.41
Headmaster/Headmistress I	3	3.04
Senior Primary School Master/Mistress	3	2.43
Primary School Master/Mistress	15	11.20
Assistant Primary School Master/Mistress	76	37.57
Senior Education Officer (Administration)	1	1.36
Education Officer (Administration)	1	0.97
Assistant Education Officer (Administration)	12	7.46
Senior Inspector	1	1.10
Inspector (Graduate)	5	4.44
Assistant Inspector (Graduate)	3	1.95

<u>Rank</u>	<u>Posts to be created</u>	<u>Annual Salary</u> ^{Note} <u>(\$million)</u>
Specialist (Education Services) I	6	5.83
Structural Engineer	1	0.97
Senior Clerk of Works	1	0.85
Systems Manager	1	0.97
Analyst/Programmer I	2	1.43
Analyst/Programmer II	2	0.94
Executive Officer I	3	2.14
Executive Officer II	2	0.94
Treasury Accountant	1	0.93
Accounting Officer II	2	0.90
Supplies Supervisor II	1	0.26
Senior Clerical Officer	1	0.54
Clerical Officer	3	1.23
Assistant Clerical Officer	8	2.04
Clerical Assistant	18	3.58
Workman II	60	9.50
Sub-total (A):	265	

<u>Rank</u>	<u>Posts to be deleted</u>	<u>Annual Salary</u> ^{Note} <u>(\$million)</u>
Education Officer	-1	0.89
Assistant Education Officer	-11	6.24
Senior Assistant Master/Mistress	-15	11.20
Assistant Master/Mistress	-12	7.12
Certificated Master/Mistress	-76	31.09
Headmaster/Headmistress II	-3	2.66
Assistant Primary School Master/Mistress	-12	5.93
Senior Education Officer (Administration)	-1	1.36

<u>Rank</u>	<u>Posts to be deleted</u>	<u>Annual Salary</u> ^{Note} <u>(\$million)</u>
Assistant Education Officer (Administration)	-1	0.62
Senior Inspector	-1	1.10
Assistant Inspector (Graduate)	-6	3.90
Executive Officer I	-1	0.71
Treasury Accountant	-1	0.93
Accounting Officer I	-1	0.71
Assistant Clerical Officer	-2	0.51
Sub-total (B):	-144	
Net Total [(A)+(B)]:	121	

The 121 net additional posts are mainly for enhancing the provision of services in various areas, including implementing the new subsidised kindergarten policy; 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.

Note

Notional Annual Mid-point Salary (NAMS) is used for calculating the annual salaries of the civil service posts.

- End -

CONTROLLING OFFICER'S REPLY**EDB500****(Question Serial No. 5247)**

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

Regarding the Hong Kong Scholarship for “Belt and Road” Students,

1. please provide the number of students who pursued studies in Hong Kong under the scholarship programme, their countries of origin, the institutions they enrolled in, the amount of scholarship distributed, and the expenditure incurred by the Education Bureau for administering the Scholarship last year; and
2. please advise this Committee on the number of students to be awarded the Scholarship in the coming year, their countries of origin and the expenditure involved.

Asked by: Hon HUI Chi-fung (Member Question No. 87)

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 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), up to ten scholarships will be offered to Indonesian students to cover their tuition fees, subject to a ceiling of \$120,000 per student per annum. Ten Indonesian students have been awarded the scholarships and they are pursuing undergraduate studies in Hong Kong. Amongst them, three enrolled in City University of Hong Kong, three enrolled in Hong Kong Polytechnic University, two enrolled in Chinese University of Hong Kong, and two enrolled in Hong Kong University of Science and Technology. The expenditure on scholarship in 2016/17 is \$1.2 million and the estimated expenditure for 2017/18 is \$2.4 million. Administration of the scholarship is funded by existing resources of the Education Bureau (EDB). The manpower and related expenditure have been 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, there will be two “Belt and Road” scholarship schemes funded by private donations for students from Malaysia and Thailand in 2017/18 academic year. Up to ten scholarship offers would be provided under these two new schemes respectively.

- End -

CONTROLLING OFFICER'S REPLY**EDB501****(Question Serial No. 3574)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

(a) In each of the financial years in 2015-16 and 2016-17, what teaching resources and assessment banks on the Basic Law were provided by the Education Bureau (EDB) to schools? Please set out separately the production costs of each of the teaching resources or assessment banks.

(b) According to Para.35 in the Controlling Officers' Report under this Head, the 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". Would the EDB advise this Committee:

(i) in the 2017-18 financial year, the estimated expenditure and staff establishment for the development of the relevant resource packages and assessment bank;

(ii) what specific plan does the EDB have for promoting Basic Law education at senior primary and junior secondary levels.

Asked by: Hon IP Kin-yuen (Member Question No. 52)

Reply:

(a) The Education Bureau (EDB) developed the "Basic Law Audio-visual Learning and Teaching Package" for junior secondary students in April 2015, as well as the e-Book of Understanding the Law, Access to Justice – Basic Law Learning Package (Junior Secondary) (Reprinted with minor amendments in 2015) and DVD of Supplementary Video Clips for the Package for secondary schools in 2015-16. Currently we are developing the "Basic Law Audio-visual Learning and Teaching Package (Senior Primary)" for senior primary students to deepen their knowledge of the Basic Law. EDB has been updating the assessment banks continuously and the expenditure on the maintenance of the assessment banks is subsumed under the recurrent expenditure of EDB. The expenditure of the aforementioned learning and teaching (L&T) resources is as follows:

Name of L&T resources	Expenditure [^]
Basic Law Audio-visual Learning and Teaching Package	1.24 million [*]
E-Book of Understanding the Law, Access to Justice – Basic Law Learning Package (Junior Secondary) (Reprinted with minor amendments in 2015) and DVD of Supplementary Video Clips for the Package	1.64 million [*]
Basic Law Audio-visual Learning and Teaching Package (Senior Primary)	1.47 million ⁺

[^]Total expenditure of the L&T resources. Payment was made in different financial years (2014-15, 2015-16, 2016-17 and 2017-18).

^{*}Actual expenditure

⁺Estimated expenditure

(b)(i) Expenditure and manpower resources for the Basic Law education (BLE)-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 subsumed under the recurrent expenditure of EDB as an integral part of its 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 BLE in 2017-18 is 1.53 million.

(b)(ii) EDB has attached great importance to promoting BLE through relevant curricula such as General Studies at the primary level and Life and Society at the junior secondary level as well as the “Revised Moral and Civic Education Curriculum Framework” (2008). A wide array of measures has been provided to strengthen the implementation of BLE. Such measures include developing L&T resources, organising seminars for school sponsoring bodies, school leaders and teachers as well as providing training to teachers through professional development programmes and networking activities so as to enhance their understanding of the concepts of the Basic Law, the application in daily life, as well as the pedagogical strategies in using L&T resources from different sources to achieve the learning objectives.

- End -

CONTROLLING OFFICER'S REPLY**EDB502****(Question Serial No. 3579)**

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

The Government launched the Study Subsidy Scheme for Designated Professions/Sectors to subsidise students to pursue designated self-financing undergraduate programmes in each academic year.

(a) Please use the table below to provide information of the programmes for the 2015/16 and 2016/17 academic years:

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

(b) Please use the table below to provide information of the estimated programmes for the 2017/18 academic years:

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

Asked by: Hon IP Kin-yuen (Member Question No. 56)

Reply:

In order to nurture talent to meet Hong Kong's social and economic needs, the Government has launched the Study Subsidy Scheme for Designated Professions/ Sectors (SSSDP) on a pilot basis 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. As announced in the 2017 Policy Address, SSSDP will be regularised from the 2018/19 academic year with an increased number of subsidised places from about 1 000 per cohort to about 3 000. Current students of the designated programmes will also receive the subsidy from the 2018/19 academic year. It is expected that about 13 000 students will benefit from the scheme each academic year.

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, 2016/17 and 2017/18 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) – Major in Nursing	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	40,000
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,
Actual Intakes, Average Annual Tuition Fee (before Deduction of Subsidy)
and Annual Subsidy Amount for the Cohort Admitted in the 2016/17 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 Nursing (Honours)	Caritas Institute of Higher Education	60	200	101,640	70,000
Bachelor of Science (Honours) in Architecture	Chu Hai College of Higher Education	40	33	71,500	40,000
Bachelor of Business Administration (Honours) in Supply Chain Management	Hang Seng Management College	70	125	79,800	40,000
Bachelor of Fine Arts with Honours in Animation and Visual Effects	The Open University of Hong Kong	80	96	90,000	70,000
Bachelor of Nursing with Honours in General Health Care		150	207	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	98	90,000	70,000
Bachelor of Health Science (Honours) – Major in Nursing	Tung Wah College	200	220	109,475	70,000
Bachelor of Arts (Honours) in Fashion Design	Technological and Higher Education Institute of Hong Kong, Vocational Training Council	60	52	91,245	70,000
Bachelor of Arts (Honours) in Product Design		60	63	91,245	70,000
Bachelor of Arts (Honours) in Culinary Arts and Management		30	43	91,245	40,000
Bachelor of Arts (Honours) in Landscape Architecture		10	29	91,245	40,000
Bachelor of Arts (Honours) in Horticulture and Landscape Management		30	46	91,245	40,000
Bachelor of Engineering (Honours) in Civil Engineering		60	62	98,835	70,000
Bachelor of Engineering (Honours) in Environmental Engineering and Management		60	70	91,245	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 2017/18 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	200	104,720	70,000
Bachelor of Science (Honours) in Architecture	Chu Hai College of Higher Education	40	110	71,500	40,000
Bachelor of Business Administration (Honours) in Supply Chain Management	Hang Seng Management College	70	105	81,800	40,000
Bachelor of Fine Arts with Honours in Animation and Visual Effects	The Open University of Hong Kong	80	90	90,000	70,000
Bachelor of Nursing with Honours in General Health Care		150	220	111,800	70,000
Bachelor of Nursing with Honours in Mental Health Care		70	120	111,800	70,000
Bachelor of Engineering with Honours in Testing and Certification		50	100	90,000	70,000
Bachelor of Health Science (Honours) – Major in Nursing	Tung Wah College	200	225	109,475	70,000
Bachelor of Science (Honours) in Medical Laboratory Science		20	30	119,680	70,000
Bachelor of Science (Honours) in Radiation Therapy		12	15	129,030	70,000
Bachelor of Arts (Honours) in Fashion Design	Technological and Higher Education Institute of Hong Kong, Vocational Training Council	60	90	94,133	70,000
Bachelor of Arts (Honours) in Product Design		60	90	94,133	70,000
Bachelor of Arts (Honours) in Culinary Arts and Management		30	60	94,133	40,000
Bachelor of Arts (Honours) in Landscape Architecture		10	75	94,133	40,000
Bachelor of Arts (Honours) in Horticulture and Landscape Management		30	60	94,133	40,000
Bachelor of Engineering (Honours) in Civil Engineering		60	105	102,053	70,000
Bachelor of Engineering (Honours) in Environmental Engineering and Management		60	90	94,133	70,000

- End -

CONTROLLING OFFICER'S REPLY**EDB503****(Question Serial No. 3580)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (2) Pre-primary Education, (3) Primary Education, (6) Other Educational Services and Subsidies, (8) 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 would 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, would the Administration advise this Committee of:

- (a) the definition of “schools with a large number of students with special educational needs” and the numbers of public sector ordinary primary and secondary schools which met the above definition in the 2016/17 school year;
- (b) the respective numbers of primary and secondary schools which benefitted from 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 respective ratios of educational psychologist to school for public sector ordinary primary and secondary schools in the 2016/17 school year; the number of educational psychologists who provided school-based educational psychology service and the number of cases referred to educational psychologists;
- (d) the total number of students awaiting for educational psychology service, and to list out the number of students who received educational psychology service or assessment and their waiting time for the service in the 2016/17 school year using the table below:

Waiting Time	No. of Students
within 1 month	
1 to 2 months	
2 to 3 months	
3 to 6 months	
more than 6 months	
Total	

Asked by: Hon IP Kin-yuen (Member Question No. 57)Reply:

(a) to (d)

The Government has further enhanced the School-based Educational Psychology Service (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. In the 2016/17 school year, a total of 30 primary and secondary schools are receiving 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) has accorded 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.

The number of EPs involved in the provision of the SBEPS in the 2016/17 school year is 138. Under the SBEPS, one EP serves six to ten public sector schools (including both primary and secondary schools).

In the past four school years (2012/13 to 2015/16), about 80% 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 assessment had to be held up pending the students' medical treatment. Information for the service in the 2016/17 school year is not yet available since data from EPs in the aided school sector are collected at the end of the school year.

- End -

CONTROLLING OFFICER'S REPLY**EDB504****(Question Serial No. 3582)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Secondary Education

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

Director of Bureau: Secretary for Education

Question:

Please use the table below to provide information on the initiative to turn the Senior Secondary Curriculum Support Grant (SSCSG) and/or the Career and Life Planning Grant (CLPG) into regular teaching posts in 2016/17 school year:

	No. of Schools	No. of Regular Teaching Posts Created
Converting from the SSCSG only		
Converting from the CLPG only		
Converting from both the SSCSG and CLPG		
Total		

Asked by: Hon IP Kin-yuen (Member Question No. 59)

Reply:

Slightly over 230 public sector secondary schools have turned either or both the Senior Secondary Curriculum Support Grant (SSCSG) and Career and Life Planning Grant (CLPG) into about 370 regular teaching posts with effect from the 2016/17 school year. Of them, some 180 schools have turned the SSCSG into a total of about 205 posts and 165 schools have turned the CLPG into a total of 165 posts.

- End -

CONTROLLING OFFICER'S REPLY**EDB505****(Question Serial No. 3583)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (7) Post-secondary, 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 (2012/13 to 2016/17 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. 60)

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 utilize 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 2012/13 to 2016/17 academic years are as follows –

Academic Year	Student-to-Teacher Ratio
2012/13	19.9 : 1
2013/14	19.3 : 1
2014/15	19.3 : 1
2015/16	19.3 : 1
2016/17	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 Subsidy Scheme for Students of Professional Part-time Programmes, the Pilot Training and Support Scheme and use of new technology for enhanced learning. 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

EDB506

(Question Serial No. 3588)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (5) Special Education, (6) Other Educational Services and Subsidies, (7) Post-secondary, Vocational and Professional Education

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

Director of Bureau: Secretary for Education

Question:

Please provide the data from 2012-13 to 2016-17 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 (CWRF) and Loan Fund (LF);
- (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;
- (d) 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;
- (e) The total expenditure (including GRA, CWRF and LF) of the above education areas and its share in the total expenditure on education;
- (f) 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);
- (g) The total expenditure on education (including GRA, CWRF and LF) of the above education areas and its percentage share in the GDP; and
- (h) The provision for each of the education areas and their percentage changes in the past 5 years (i.e. 2012-13 to 2016-17).

Asked by: Hon IP Kin-yuen (Member Question No. 61)

Reply:

(a) Total expenditure and total recurrent expenditure on education

	2012-13	2013-14	2014-15	2015-16	2016-17 Revised Estimate
Total expenditure on education					
Amount (\$ million)	76,600	76,392	73,724	78,968	82,601
Percentage share of Total Public Expenditure	19.1%	16.7%	17.4%	16.9%	16.5%
Total recurrent expenditure on education					
Amount (\$ million)	60,449	63,458	67,803	72,352	75,505
Percentage share of Total Recurrent Government Expenditure	23.0%	22.3%	22.2%	22.3%	21.9%

(b) Breakdown of the total expenditure on education by GRA, CWRP and LF

	2012-13	2013-14	2014-15	2015-16	2016-17 Revised Estimate
	\$ million	\$ million	\$ million	\$ million	\$ million
General Revenue Account					
Recurrent	60,449	63,458	67,803	72,352	75,505
Non-recurrent	9,050	6,033	461	1,353	1,602
Capital account	732	652	715	799	885
sub-total	70,231	70,143	68,979	74,504	77,992
Capital Works Reserve Fund	4,328	2,467	2,013	2,113	2,379
Loan Fund	2,041	3,782	2,732	2,351	2,230
Total expenditure on education	76,600	76,392	73,724	78,968	82,601

(c)&(d) Education expenditure under GRA by level and (c)&(f) as % of GDP (2012-13)

2012-13	[c&d]						[c&f]	
	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	2,768	4.6%	3.9%	0	0.0%	0.0%	2,768	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⁾	15,846	26.2%	22.6%	8,782	97.0%	12.5%	24,628	1.21%
Others ⁽³⁾	2,252	3.6%	3.2%	62	0.7%	0.1%	2,346	0.12%
Total ⁽⁴⁾	60,449	100%	86.1%	9,050	100%	12.9%	70,231	3.45%
Out of the above total, teacher training ⁽⁵⁾	1,114	1.8%	1.6%	49	0.5%	0.1%	1,164	0.06%
GDP (\$ million) ⁽⁶⁾	2,037,059							

(c)&(d) Education expenditure under GRA by level and (c)&(f) as % of GDP (2013-14)

2013-14	[c&d]						[c&f]	
	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	2,997	4.7%	4.3%	166	2.8%	0.2%	3,163	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⁾	17,470	27.5%	24.9%	702	11.6%	1.0%	18,172	0.85%
Others ⁽³⁾	2,312	3.7%	3.3%	5,085	84.3%	7.2%	7,417	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⁾	2,138,305							

(c)&(d) Education expenditure under GRA by level and (c)&(f) as % of GDP (2014-15)

2014-15	[c&d]						[c&f]	
	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	3,373	5.0%	4.9%	0	0.0%	0.0%	3,373	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⁾	18,275	27.0%	26.5%	378	82.0%	0.5%	18,653	0.83%
Others ⁽³⁾	2,457	3.6%	3.6%	52	11.3%	0.1%	2,517	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⁾	2,260,005							

(c)&(d) Education expenditure under GRA by level and (c)&(f) as % of GDP (2015-16)

2015-16	[c&d]						[c&f]	
	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	3,809	5.3%	5.1%	0	0.0%	0.0%	3,809	0.16%
Primary Education	16,021	22.1%	21.5%	34	2.5%	0.0%	16,383	0.68%
Secondary Education	25,208	34.8%	33.8%	21	1.6%	0.0%	25,596	1.07%
Special Education	2,146	3.0%	2.9%	2	0.1%	0.0%	2,190	0.09%
Vocational and Professional Education ⁽¹⁾	2,767	3.8%	3.7%	7	0.5%	0.0%	2,831	0.12%
Post-secondary Education ⁽²⁾	19,777	27.3%	26.5%	1,235	91.3%	1.7%	21,012	0.88%
Others ⁽³⁾	2,624	3.7%	3.5%	56	4.1%	0.1%	2,683	0.11%
Total ⁽⁴⁾	72,352	100%	97.1%	1,353	100%	1.8%	74,504	3.11%
<i>Out of the above total, teacher training ⁽⁵⁾</i>	1,243	1.7%	1.7%	0	0.0%	0.0%	1,243	0.05%
GDP (\$ million) ⁽⁶⁾	2,398,408							

(c)&(d) Education expenditure under GRA by level and (c)&(f) as % of GDP (2016-17 Revised Estimate)

2016-17 Revised Estimate	[c&d]						[c&f]	
	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	4,126	5.5%	5.3%	220	13.7%	0.3%	4,346	0.17%
Primary Education	17,064	22.6%	21.9%	38	2.4%	0.0%	17,452	0.70%
Secondary Education	25,949	34.4%	33.3%	119	7.4%	0.2%	26,487	1.06%
Special Education	2,248	3.0%	2.9%	10	0.6%	0.0%	2,324	0.09%
Vocational and Professional Education ⁽¹⁾	2,842	3.8%	3.6%	51	3.2%	0.1%	2,939	0.12%
Post-secondary Education ⁽²⁾	20,631	27.3%	26.5%	317	19.8%	0.4%	20,947	0.84%
Others ⁽³⁾	2,645	3.4%	3.4%	847	52.9%	1.1%	3,496	0.14%
Total ⁽⁴⁾	75,505	100%	96.8%	1,602	100%	2.1%	77,992	3.13%
Out of the above total, teacher training ⁽⁵⁾	1,294	1.7%	1.7%	0	0.0%	0.0%	1,294	0.05%
GDP (\$ million) ⁽⁶⁾	2,489,109							

(c)&(e) Total expenditure on education by level and its percentage share

	2012-13		2013-14		2014-15		2015-16		2016-17 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	2,769	3.6%	3,164	4.1%	3,374	4.6%	3,811	4.8%	4,347	5.3%
Primary Education	13,439	17.5%	14,403	18.9%	15,438	20.9%	16,848	21.3%	17,898	21.7%
Secondary Education	23,354	30.5%	23,921	31.3%	25,002	33.9%	26,095	33.0%	26,955	32.6%
Special Education	1,914	2.5%	1,869	2.4%	2,064	2.8%	2,324	2.9%	2,817	3.4%
Vocational and Professional Education ⁽¹⁾	2,835	3.7%	3,131	4.1%	3,391	4.6%	3,124	4.0%	3,419	4.1%
Post-secondary Education ⁽²⁾	29,894	39.0%	22,465	29.4%	21,914	29.7%	24,036	30.4%	23,585	28.6%
Others ⁽³⁾	2,395	3.1%	7,441	9.7%	2,542	3.4%	2,729	3.5%	3,579	4.3%
Total ⁽⁴⁾	76,600	100%	76,392	100%	73,724	100%	78,968	100%	82,601	100%
Out of the above total, teacher training ⁽⁵⁾	1,213	1.6%	1,222	1.6%	1,299	1.8%	1,296	1.6%	1,350	1.6%

(c)&(g) Total expenditure on education by level and as % of GDP

	2012-13		2013-14		2014-15		2015-16		2016-17 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	2,769	0.14%	3,164	0.15%	3,374	0.15%	3,811	0.16%	4,347	0.17%
Primary Education	13,439	0.66%	14,403	0.67%	15,438	0.68%	16,848	0.70%	17,898	0.72%
Secondary Education	23,354	1.15%	23,921	1.12%	25,002	1.11%	26,095	1.09%	26,955	1.08%
Special Education	1,914	0.09%	1,869	0.09%	2,064	0.09%	2,324	0.10%	2,817	0.11%
Vocational and Professional Education ⁽¹⁾	2,835	0.14%	3,131	0.15%	3,391	0.15%	3,124	0.13%	3,419	0.14%
Post-secondary Education ⁽²⁾	29,894	1.47%	22,465	1.05%	21,914	0.97%	24,036	1.00%	23,585	0.95%
Others ⁽³⁾	2,395	0.12%	7,441	0.35%	2,542	0.11%	2,729	0.11%	3,579	0.14%
Total ⁽⁴⁾	76,600	3.76%	76,392	3.57%	73,724	3.26%	78,968	3.29%	82,601	3.32%
Out of the above total, teacher training ⁽⁵⁾	1,213	0.06%	1,222	0.06%	1,299	0.06%	1,296	0.05%	1,350	0.05%
GDP (\$ million) ⁽⁶⁾	2,037,059		2,138,305		2,260,005		2,398,408		2,489,109	

(c)&(h) Total expenditure on education by level and percentage change

	2012-13	2013-14		2014-15		2015-16		2016-17 Revised Estimate	
	Amount	Amount	Change over 2012-13	Amount	Change over 2013-14	Amount	Change over 2014-15	Amount	Change over 2015-16
	\$ million	\$ million	%	\$ million	%	\$ million	%	\$ million	%
Pre-primary Education	2,769	3,164	14.3%	3,374	6.6%	3,811	13.0%	4,347	14.1%
Primary Education	13,439	14,403	7.2%	15,438	7.2%	16,848	9.1%	17,898	6.2%
Secondary Education	23,354	23,921	2.4%	25,002	4.5%	26,095	4.4%	26,955	3.3%
Special Education	1,914	1,869	-2.4%	2,064	10.4%	2,324	12.6%	2,817	21.2%
Vocational and Professional Education ⁽¹⁾	2,835	3,131	10.4%	3,391	8.3%	3,124	-7.9%	3,419	9.4%
Post-secondary Education ⁽²⁾	29,894	22,465	-24.9%	21,914	-2.5%	24,036	9.7%	23,585	-1.9%
Others ⁽³⁾	2,395	7,441	210.7%	2,542	-65.8%	2,729	7.4%	3,579	31.1%
Total ⁽⁴⁾	76,600	76,392	-0.3%	73,724	-3.5%	78,968	7.1%	82,601	4.6%
<i>Out of the above total, teacher training ⁽⁵⁾</i>	1,213	1,222	0.7%	1,299	6.3%	1,296	-0.2%	1,350	4.2%

For adult education, 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 and are included as part of the recurrent expenditure of secondary education.

Notes

- Expenditure on vocational and professional education covers provision for the Vocational Training Council and related student financial assistance schemes administered by the Working Family and Student Financial Assistance Agency.
- Expenditure on post-secondary education covers provision for Project Yi Jin, Yi Jin Diploma Programme, various programmes 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 decrease in expenditure in 2013-14 is mainly due to the completion of one-off injections into various funds totaling \$7 billion in 2012-13, viz the Research Endowment Fund (\$5 billion), the HKSAR Government Scholarship Fund (\$1 billion) and the Self-financing Post-secondary Education Fund (\$1 billion). The increase in expenditure in 2015-16 is mainly due to the one-off injection into the Qualification Framework Fund (\$1 billion).
- Others include provision for home-school co-operation activities, school uniformed group activities, bureau support 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 increase in expenditure in 2016-17 is mainly due to the set-up of the Gifted Education Fund (\$800 million).
- The sums of figures may not add up to total due to rounding.
- 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 universities. The related expenditure has been subsumed in the respective education level.
- GDP is calendar-year-based and may be subject to revision by the Census & Statistics Department.

- End -

CONTROLLING OFFICER'S REPLY

EDB507

(Question Serial No. 3589)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (6) 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), the Hong Kong Garrison of the Chinese People's Liberation Army and the Concerted Efforts Resource Centre, which Policy Programme and Subhead of the EDB does this summer camp fall under? Which of the manpower of the EDB is involved?

Asked by: Hon IP Kin-yuen (Member Question No. 62)

Reply:

The "Military Summer Camp for Hong Kong Youth" 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, the Education Bureau (EDB) has agreed to be one of the co-organisers. The manpower for co-organising the Summer Camp is subsumed under the staff establishment of EDB.

- End -

CONTROLLING OFFICER'S REPLY**EDB508****(Question Serial No. 3590)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (3) Primary Education, (4) Secondary Education, (5) 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 2016/17:

- (a) The respective 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 number of regular teachers, teachers on defined contract period (DCP) terms and teaching assistants in public sector primary and secondary schools as well as special schools.
- (c) The number of establishment and non-establishment staff in public sector primary and secondary schools by the following types:

Aided Secondary School	2014/15			2015/16			2016/17		
	2014/15	Number of teachers	Total number of teachers	2015/16	Number of teachers	Total number of teachers	2016/17	Number of teachers	Total number of teachers
Establishment teachers	Regular teachers			Regular teachers			Regular teachers		
	Regular teachers employed on DCP terms			Regular teachers employed on DCP terms			Regular teachers employed on 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		
Aided Primary School	2014/15			2015/16			2016/17		
	2014/15	Number of teachers	Total number of teachers	2015/16	Number of teachers	Total number of teachers	2016/17	Number of teachers	Total number of teachers
Establishment teachers	Regular teachers			Regular teachers			Regular teachers		
	Regular teachers employed on DCP terms			Regular teachers employed on DCP terms			Regular teachers employed on 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		
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Government Secondary School	2014/15			2015/16			2016/17		
		Number of teachers	Total number of teachers		Number of teachers	Total number of teachers		Number of teachers	Total number of teachers
Establishment teachers	Regular teachers			Regular teachers			Regular teachers		
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		
Government Primary School	2014/15			2015/16			2016/17		
		Number of teachers	Total number of teachers		Number of teachers	Total number of teachers		Number of teachers	Total number of teachers
Establishment teachers	Regular teachers			Regular teachers			Regular teachers		
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		

(d) 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. 63)

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 2014/15 to 2016/17 are tabulated below.

Student-to-Teacher Ratio

	2014/15	2015/16	2016/17 (Estimate)
Government Primary Schools	14.5 : 1	14.4 : 1	14.6 : 1
Government Secondary Schools	13.9 : 1	13.4 : 1	13.1 : 1
Aided Primary Schools	14.0 : 1	14.0 : 1	14.2 : 1
Aided Secondary Schools	12.9 : 1	12.3 : 1	11.8 : 1
Private Primary Schools*	15.8 : 1	15.7 : 1	15.6 : 1
Private Secondary Schools*	11.1 : 1	10.9 : 1	11.9 : 1
Caput Secondary Schools	13.1 : 1	13.4 : 1	13.6 : 1
Special Schools	4.6 : 1	4.5 : 1	4.6 : 1
DSS Schools*	11.9 : 1	11.7 : 1	11.5 : 1
International Schools*	11.0 : 1	10.9 : 1	10.8 : 1

Teacher-to-Class Ratio

	2014/15	2015/16	2016/17 (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	2.4 : 1
Private Primary Schools*	1.9 : 1	1.9 : 1	1.9 : 1
Private Secondary Schools*	1.9 : 1	1.9 : 1	1.7 : 1
Caput Secondary Schools	2.4 : 1	2.3 : 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) The posts in the approved teaching establishment of public sector schools are regular posts, and teachers filling these posts (except temporary or supply teachers) are regular teachers. The number (rounded to the nearest 10) of regular teachers in public sector schools for the school years from 2014/15 to 2016/17 is as follows:

Regular Teachers

	2014/15	2015/16	2016/17 (Estimate)
Government Primary Schools	1 230	1 190	1 210
Government Secondary Schools	1 440	1 370	1 390
Aided Primary Schools	16 100	16 310	16 540
Aided Secondary Schools	19 050	18 580	18 260
Caput Secondary Schools	100	100	90
Special Schools	1 610	1 620	1 640

The number (rounded to the nearest 10) of regular teachers on defined contract period (DCP) terms in aided schools for the school years from 2014/15 to 2016/17 is as follows:

Regular Teachers on DCP Terms

	2014/15	2015/16	2016/17 (Estimate)
Aided Primary Schools	450	390	340
Aided Secondary Schools	970	880	820

Please note that schools may employ regular teachers with a DCP only if they have genuine needs and cogent reasons and there are no teachers on DCP terms in government schools and caput schools. Besides, the Education Bureau (EDB) does not have information on teachers on DCP terms in special schools and the number of teaching assistants in schools.

- (c) The figures on the number of teachers within and outside approved teaching establishment in aided and government schools (rounded to the nearest 10) are provided in the following table. For the teachers outside the establishment, we do not keep the information on the type of funding under which they are employed. Besides, there are no teachers on DCP terms in government schools.

		2014/15		2015/16		2016/17 (Estimate)	
		Sub-total	Total	Sub-total	Total	Sub-total	Total
Aided Primary Schools							
Teachers Within Establishment	Regular teachers*	15 650	16 100	15 920	16 310	16 200	16 540
	Regular teachers on DCP terms	450		390		340	
Teachers Outside Establishment		-	1 390	-	1 640	-	1 850
Aided Secondary Schools							
Teachers Within Establishment	Regular teachers*	18 080	19 050	17 700	18 580	17 440	18 260
	Regular teachers on DCP terms	970		880		820	
Teachers Outside Establishment		-	2 420	-	2 550	-	2 500
Government Primary Schools							
Teachers Within Establishment	Regular teachers*	-	1 230	-	1 190	-	1 210
Teachers Outside Establishment		-	230	-	300	-	290
Government Secondary Schools							
Teachers Within Establishment	Regular teachers*	-	1 440	-	1 370	-	1 390
Teachers Outside Establishment		-	250	-	290	-	250

* Including regular teachers on permanent terms and the Native-speaking English Teachers.

- (d) The average number of teaching periods for teachers in government, aided primary and secondary teachers per cycle for the school years from 2014/15 to 2016/17 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*

	2014/15	2015/16	2016/17 (Estimate)
Government secondary school teachers	24	24	24
Government primary school teachers	26	26	26
Aided secondary school teachers	25	25	25

	2014/15	2015/16	2016/17 (Estimate)
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**EDB509****(Question Serial No. 3591)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not SpecifiedProgramme: (4) Secondary Education, (5) Special Education, (6) Other Educational Services and Subsidies, (8) Policy and SupportControlling Officer: Permanent Secretary for Education (Mrs Marion LAI)Director of Bureau: Secretary for EducationQuestion:

(1) Please give a breakdown of 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 by category of special school and District Council district and by type of the institution where they pursued further their studies in the past 5 school years (from the 2012/13 to the 2016/17 school years); and

(2) What were the policies in support of special school students to pursue further studies in the past 5 school years (from the 2012/13 to the 2016/17 school years)? What 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. 64)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, as collected from schools, from the 2012/13 to 2015/16 school years is at the Appendix. Information for the 2016/17 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 relatively smaller class size of special schools (ranging 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 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 are 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 2012-13 to 2017-18 financial years is as follows:

Financial Year	2012-13	2013-14	2014-15	2015-16	2016-17 (revised estimate)	2017-18 (estimate)
Expenditure (\$million)	1,775.3	1,822.5	2,010.8	2,190.0	2,324.1	2,451.6

**Number of students of special schools who have completed secondary education
and pursued further studies or vocational training
from the 2012/13 to 2015/16 school years**

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

HI: Hearing Impairment; PD: Physical Disability;
VI cum ID: Visual Impairment cum Intellectual Disability;
MoID: Moderate Intellectual Disability;

SSD: Schools for Social Development;
MiID: Mild Intellectual Disability;
SID: Severe Intellectual Disability

- Notes: (1) The above figures are based on information collected from special schools as at September of 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 the 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.

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

**Appendix
(Cond't)**

2015/16 School Year		School Type							
		HI	PD	SSD	VI cum ID	MiID	MoID	SID	Total
Further Studies	Local/Overseas Tertiary Institution	0	12	7	0	0	0	0	19
	The Hong Kong Institute of Vocational Education	2	9	1	0	0	0	0	12
	Yi Jin Project	0	3	4	0	0	0	0	7
	Youth College	0	1	2	0	0	0	0	3
	Construction Industry Training Centre / Clothing Industry Training Centre	0	0	1	0	1	0	0	2
Vocational Training	Shine Skills Centre	0	19	0	0	101	11	0	131
	Integrated Vocational Training Centre	1	1	0	0	43	1	0	46
	Integrated Vocational Training Centre-Residential Service	0	0	0	0	2	0	0	2
	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	2	0	0	4	0	0	6
Total		3	47	15	0	151	12	0	228

- End -

CONTROLLING OFFICER'S REPLY**EDB510****(Question Serial No. 3592)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (6) Other Educational Services and Subsidies, (8) Policy and SupportControlling Officer: Permanent Secretary for Education (Mrs Marion LAI)Director of Bureau: Secretary for EducationQuestion:

- (1) What were the government's expenditures in the past 5 school years (from the 2012/13 to the 2016/17 school years) and what is the estimated expenditure for the 2017/18 school year on promoting National Education?
- (2) 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 2012/13 to the 2016/17 school years)? Please provide a breakdown by the number of exchange programmes, number of students and teachers and the public funding involved; and
- (3) In the past 5 school years (from the 2012/13 to the 2016/17 school years) and the 2017/18 school year, what are the staffing provisions of the Moral, Civic and National Education Section, Curriculum Development Institute, Education Bureau? How much public funding is involved?

Asked by: Hon IP Kin-yuen (Member Question No. 65)Reply:

- (1) Curriculum elements of moral, civic and national education, under the over-arching notion of values education, are incorporated into 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 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 subsumed under the recurrent expenditure of the Education Bureau (EDB), expenditure in respect of subsidising Mainland exchange programmes for primary and secondary school teachers and students can be separately identified and that in the past 5 school years (from the 2012/13 to 2016/17 school years) and the 2017/18 school year is as follows:

School Year	Expenditure (\$million) [@]	
	Programmes for primary and secondary school students	Programmes for primary and secondary school teachers
2012/13	33.0	1.0
2013/14	37.2	1.3

School Year	Expenditure (\$million) [@]	
	Programmes for primary and secondary school students	Programmes for primary and secondary school teachers
2014/15	52.7	1.1
2015/16 [#]	61.9	1.5
2016/17 [*]	70.0	2.0
2017/18 ⁺⁺	114.6	1.9

[@] Staffing resources in the provision of Mainland exchange programmes are subsumed under the recurrent expenditure of the Education Bureau

[#] Actual figures revised from last year's estimates

^{*} Provisional figures

⁺⁺ Estimated figures

- (2) The number of post-secondary, secondary and primary school students who were provided with Mainland exchange programmes in the past 5 school years (from the 2012/13 to the 2016/17 school years) 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
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 [◇]	35 800	23 400	11.9	46.8	15.1
2016/17 [*]	3 400 [◇]	35 900	26 500	10.4	54.1	15.9

[@] Staffing resources in the provision of Mainland exchange programmes are subsumed under the recurrent expenditure of the Education Bureau

[#] Actual figures revised from last year's estimates

^{*} Provisional figures

[◇] Estimated number of beneficiaries

The number of post-secondary, kindergarten, primary and secondary school teachers who were provided with teachers' Mainland exchange programmes in the past 5 school years (from the 2012/13 to the 2016/17 school years) and the expenditure involved are shown below:

School Year	Number of post-secondary, kindergarten, primary and secondary school teachers (rounded down to the nearest ten)	Expenditure (\$million) [@]
2012/13	210	1.0
2013/14	270	1.3
2014/15	260	1.1
2015/16 [#]	410	2.1
2016/17 [*]	580	2.6

[@] Staffing resources in the provision of Mainland exchange programmes are subsumed under 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.

- (3) The Moral, Civic and National Education (MCNE) Section is responsible for the planning and development of values education such as moral and civic education, national education (including Basic Law education), life education, sex education, anti-drug education, as well as environmental education. The establishment of the MCNE Section includes 9 curriculum development officers at various ranks in the 2014/15 school year as well as 10 curriculum development officers at various ranks from the 2012/13 to the 2013/14 school years and from the 2015/16 to the 2017/18 school years. Expenditures for the related curriculum development work of the MCNE Section which include provision of professional development programmes for school heads and teachers, production of learning and teaching resources, provision of learning activities for students, are subsumed under the recurrent expenditure of EDB. Such work is an integral part of our curriculum development work, hence we are unable to provide a separate breakdown on the public funding for the ongoing curriculum development work undertaken by the MCNE Section.

- End -

CONTROLLING OFFICER'S REPLY

EDB511

(Question Serial No. 3593)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (6) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

Please give, for each of the 18 school districts, 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 in the 2016/17 school year.

Asked by: Hon IP Kin-yuen (Member Question No. 66)

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 2016/17 school year are detailed at Appendix 1.

Table 1: Number of Kindergartens by District and by Type, 2016/17 School Year

District	Non-Profit Making	Private Independent	All Types
Central & Western	31	12	43
Wan Chai	24	9	33
Eastern	63	20	83
Southern	25	17	42
Yau Tsim Mong	28	10	38
Sham Shui Po	45	4	49
Kowloon City	58	40	98
Wong Tai Sin	46	2	48
Kwun Tong	71	4	75
Sai Kung	45	15	60
Sha Tin	58	20	78
Tai Po	29	9	38
North	43	5	48
Yuen Long	69	5	74
Tuen Mun	61	6	67
Tsuen Wan	33	8	41
Kwai Tsing	59	3	62
Islands	25	12	37
All Districts	813	201	1 014

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, 2016/17 School Year

District	Grade	Non-Profit Making		Private Independent		All Types	
		Places	Students	Places	Students	Places	Students
Central & Western	K1	2 255	1 843	518	306	2 773	2 149
	K2	2 374	1 979	465	278	2 839	2 257
	K3	1 823	1 612	265	161	2 088	1 773
	All Grades	6 452	5 434	1 248	745	7 700	6 179
Wan Chai	K1	2 408	2 069	487	318	2 895	2 387
	K2	2 559	2 213	400	266	2 959	2 479
	K3	2 412	2 047	294	212	2 706	2 259
	All Grades	7 379	6 329	1 181	796	8 560	7 125
Eastern	K1	3 813	3 110	1 089	761	4 902	3 871
	K2	4 326	3 480	1 025	744	5 351	4 224
	K3	3 959	3 212	761	553	4 720	3 765
	All Grades	12 098	9 802	2 875	2 058	14 973	11 860
Southern	K1	1 107	920	869	512	1 976	1 432
	K2	1 670	1 220	945	501	2 615	1 721
	K3	1 665	1 210	516	285	2 181	1 495
	All Grades	4 442	3 350	2 330	1 298	6 772	4 648
Yau Tsim Mong	K1	1 701	1 476	824	609	2 525	2 085
	K2	1 944	1 666	820	637	2 764	2 303
	K3	1 912	1 635	611	476	2 523	2 111
	All Grades	5 557	4 777	2 255	1 722	7 812	6 499
Sham Shui Po	K1	3 600	3 036	155	102	3 755	3 138
	K2	3 838	3 221	178	125	4 016	3 346
	K3	3 712	3 143	143	106	3 855	3 249
	All Grades	11 150	9 400	476	333	11 626	9 733
Kowloon City	K1	4 853	4 197	3 966	3 192	8 819	7 389
	K2	5 721	4 787	4 228	3 458	9 949	8 245
	K3	4 951	4 337	3 679	3 083	8 630	7 420
	All Grades	15 525	13 321	11 873	9 733	27 398	23 054
Wong Tai Sin	K1	2 593	2 283	83	39	2 676	2 322
	K2	2 991	2 655	66	36	3 057	2 691
	K3	2 910	2 577	25	18	2 935	2 595
	All Grades	8 494	7 515	174	93	8 668	7 608

District	Grade	Non-Profit Making		Private Independent		All Types	
		Places	Students	Places	Students	Places	Students
Kwun Tong	K1	4 236	3 640	141	82	4 377	3 722
	K2	5 014	4 226	211	112	5 225	4 338
	K3	4 919	4 227	104	77	5 023	4 304
	All Grades	14 169	12 093	456	271	14 625	12 364
Sai Kung	K1	2 653	2 355	844	661	3 497	3 016
	K2	2 985	2 610	858	692	3 843	3 302
	K3	2 499	2 218	734	619	3 233	2 837
	All Grades	8 137	7 183	2 436	1 972	10 573	9 155
Sha Tin	K1	4 299	3 837	1 024	831	5 323	4 668
	K2	4 914	4 343	1 327	1 068	6 241	5 411
	K3	4 231	3 794	1 084	840	5 315	4 634
	All Grades	13 444	11 974	3 435	2 739	16 879	14 713
Tai Po	K1	1 956	1 797	510	339	2 466	2 136
	K2	2 151	1 988	627	448	2 778	2 436
	K3	1 894	1 783	566	427	2 460	2 210
	All Grades	6 001	5 568	1 703	1 214	7 704	6 782
North	K1	3 082	2 936	215	149	3 297	3 085
	K2	4 396	4 125	448	315	4 844	4 440
	K3	4 657	4 389	362	269	5 019	4 658
	All Grades	12 135	11 450	1 025	733	13 160	12 183
Yuen Long	K1	5 126	4 755	513	363	5 639	5 118
	K2	6 061	5 573	648	504	6 709	6 077
	K3	6 025	5 570	605	450	6 630	6 020
	All Grades	17 212	15 898	1 766	1 317	18 978	17 215
Tuen Mun	K1	3 853	3 587	426	332	4 279	3 919
	K2	4 661	4 328	387	335	5 048	4 663
	K3	4 677	4 349	350	286	5 027	4 635
	All Grades	13 191	12 264	1 163	953	14 354	13 217
Tsuen Wan	K1	2 269	2 001	476	356	2 745	2 357
	K2	2 416	2 181	480	344	2 896	2 525
	K3	2 312	2 036	420	304	2 732	2 340
	All Grades	6 997	6 218	1 376	1 004	8 373	7 222
Kwai Tsing	K1	3 578	3 112	198	187	3 776	3 299
	K2	4 283	3 649	174	164	4 457	3 813
	K3	3 807	3 300	178	151	3 985	3 451
	All Grades	11 668	10 061	550	502	12 218	10 563

District	Grade	Non-Profit Making		Private Independent		All Types	
		Places	Students	Places	Students	Places	Students
Islands	K1	1 240	983	448	279	1 688	1 262
	K2	1 484	1 199	488	299	1 972	1 498
	K3	1 167	961	283	191	1 450	1 152
	All Grades	3 891	3 143	1 219	769	5 110	3 912
All Districts	K1	54 622	47 937	12 786	9 418	67 408	57 355
	K2	63 788	55 443	13 775	10 326	77 563	65 769
	K3	59 532	52 400	10 980	8 508	70 512	60 908
	All Grades	177 942	155 780	37 541	28 252	215 483	184 032

Notes:

- (1) Figures do not include special schools.
- (2) Figures refer to the position as at September 2016.
- (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, 2016/17 School Year

District	Grade	Non-Profit Making	Private Independent	All Types
Central & Western	K1	412	212	624
	K2	395	187	582
	K3	211	104	315
	All Grades	1 018	503	1 521
Wan Chai	K1	339	169	508
	K2	346	134	480
	K3	365	82	447
	All Grades	1 050	385	1 435
Eastern	K1	703	328	1 031
	K2	846	281	1 127
	K3	747	208	955
	All Grades	2 296	817	3 113
Southern	K1	187	357	544
	K2	450	444	894
	K3	455	231	686
	All Grades	1 092	1 032	2 124
Yau Tsim Mong	K1	225	215	440
	K2	278	183	461
	K3	277	135	412
	All Grades	780	533	1 313
Sham Shui Po	K1	564	53	617
	K2	617	53	670
	K3	569	37	606
	All Grades	1 750	143	1 893
Kowloon City	K1	656	774	1 430
	K2	934	770	1 704
	K3	614	596	1 210
	All Grades	2 204	2 140	4 344
Wong Tai Sin	K1	310	44	354
	K2	336	30	366
	K3	333	7	340
	All Grades	979	81	1 060

District	Grade	Non-Profit Making	Private Independent	All Types
Kwun Tong	K1	596	59	655
	K2	788	99	887
	K3	692	27	719
	All Grades	2 076	185	2 261
Sai Kung	K1	298	183	481
	K2	375	166	541
	K3	281	115	396
	All Grades	954	464	1 418
Sha Tin	K1	462	193	655
	K2	571	259	830
	K3	437	244	681
	All Grades	1 470	696	2 166
Tai Po	K1	159	171	330
	K2	163	179	342
	K3	111	139	250
	All Grades	433	489	922
North	K1	146	66	212
	K2	271	133	404
	K3	268	93	361
	All Grades	685	292	977
Yuen Long	K1	371	150	521
	K2	488	144	632
	K3	455	155	610
	All Grades	1 314	449	1 763
Tuen Mun	K1	266	94	360
	K2	333	52	385
	K3	328	64	392
	All Grades	927	210	1 137
Tsuen Wan	K1	268	120	388
	K2	235	136	371
	K3	276	116	392
	All Grades	779	372	1 151
Kwai Tsing	K1	466	11	477
	K2	634	10	644
	K3	507	27	534
	All Grades	1 607	48	1 655

District	Grade	Non-Profit Making	Private Independent	All Types
Islands	K1	257	169	426
	K2	285	189	474
	K3	206	92	298
	All Grades	748	450	1 198
All Districts	K1	6 685	3 368	10 053
	K2	8 345	3 449	11 794
	K3	7 132	2 472	9 604
	All Grades	22 162	9 289	31 451

Notes:

- (1) Figures do not include special schools.
- (2) Figures refer to the position as at September 2016.
- (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, 2016/17 School Year

District	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
● Central & Western	2	14	0	5	5	26
Wan Chai	4	12	0	5	4	25
Eastern	3	22	2	2	6	35
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	29	2	12	8	55
Wong Tai Sin	1	24	0	4	0	29
Kwun Tong	2	32	1	1	2	38
Sai Kung	1	21	4	2	2	30
Sha Tin	1	37	2	3	1	44
Tai Po	1	17	0	1	5	24
North	1	27	0	0	0	28
Yuen Long	3	43	2	2	1	51
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	5	2	23
All Districts	34	420	21	57	43	575

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, 2016/17 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	119	49	1 325	1 357	0	0	0	16	624	468	9	192	194	78	2 251	2 138
	P2	4	110	110	47	1 275	1 281	0	0	0	14	555	449	13	306	280	78	2 246	2 120
	P3	4	110	115	46	1 250	1 267	0	0	0	15	594	465	11	282	257	76	2 236	2 104
	P4	4	110	114	47	1 275	1 296	0	0	0	15	582	448	9	246	222	75	2 213	2 080
	P5	4	110	108	40	1 100	1 083	0	0	0	14	554	399	9	248	225	67	2 012	1 815
	P6	4	110	101	41	1 125	1 077	0	0	0	12	454	320	9	252	206	66	1 941	1 704
	All Grades	24	660	667	270	7 350	7 361	0	0	0	86	3 363	2 549	60	1 526	1 384	440	12 899	11 961
Wan Chai	P1	15	375	367	38	1 035	1 036	0	0	0	20	806	606	12	344	326	85	2 560	2 335
	P2	17	425	401	37	1 010	1 005	0	0	0	19	774	633	13	370	339	86	2 579	2 378
	P3	17	425	410	36	985	1 012	0	0	0	19	767	614	13	370	335	85	2 547	2 371
	P4	17	425	422	36	985	1 002	0	0	0	17	629	573	14	405	357	84	2 444	2 354
	P5	15	375	378	33	910	917	0	0	0	15	582	486	6	190	167	69	2 057	1 948
	P6	15	375	364	34	935	908	0	0	0	15	660	499	6	190	161	70	2 160	1 932
	All Grades	96	2 400	2 342	214	5 860	5 880	0	0	0	105	4 218	3 411	64	1 869	1 685	479	14 347	13 318
Eastern	P1	14	375	363	91	2 470	2 458	7	227	211	6	237	192	32	793	684	150	4 102	3 908
	P2	14	375	354	88	2 395	2 421	7	227	197	5	225	172	20	508	487	134	3 730	3 631
	P3	14	375	364	89	2 420	2 467	7	227	200	8	321	228	20	508	466	138	3 851	3 725
	P4	14	375	380	88	2 395	2 413	7	227	203	6	246	187	19	495	449	134	3 738	3 632
	P5	13	350	317	84	2 295	2 258	7	227	199	4	156	115	26	670	625	134	3 698	3 514
	P6	12	325	316	79	2 170	2 108	6	194	162	5	166	125	27	695	603	129	3 550	3 314
	All Grades	81	2 175	2 094	519	14 145	14 125	41	1 329	1 172	34	1 351	1 019	144	3 669	3 314	819	22 669	21 724

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	125	30	795	737	9	252	252	20	538	500	49	1 112	1 062	113	2 822	2 676
	P2	5	125	120	31	820	772	8	239	239	20	531	496	31	754	754	95	2 469	2 381
	P3	5	125	124	30	795	762	8	239	240	20	531	488	31	759	747	94	2 449	2 361
	P4	5	125	118	31	795	760	8	239	235	20	486	492	31	771	744	95	2 416	2 349
	P5	5	125	120	28	745	694	8	239	225	20	486	482	32	777	738	93	2 372	2 259
	P6	5	125	127	29	770	718	8	239	221	12	315	254	30	736	695	84	2 185	2 015
	All Grades	30	750	734	179	4 720	4 443	49	1 447	1 412	112	2 887	2 712	204	4 909	4 740	574	14 713	14 041
Yau Tsim Mong	P1	10	250	229	71	1 925	1 988	9	269	253	4	140	140	0	0	0	94	2 584	2 610
	P2	10	250	209	68	1 875	1 909	9	269	261	4	144	145	0	0	0	91	2 538	2 524
	P3	11	275	250	70	1 925	1 974	9	269	252	4	148	146	0	0	0	94	2 617	2 622
	P4	11	275	271	66	1 825	1 907	5	165	158	4	148	146	0	0	0	86	2 413	2 482
	P5	9	225	226	63	1 750	1 831	5	165	147	4	148	147	0	0	0	81	2 288	2 351
	P6	8	200	200	60	1 735	1 780	5	165	150	4	148	147	0	0	0	77	2 248	2 277
	All Grades	59	1 475	1 385	398	11 035	11 389	42	1 302	1 221	24	876	871	0	0	0	523	14 688	14 866
Sham Shui Po	P1	13	325	316	71	1 985	2 082	9	282	282	30	1 158	921	0	0	0	123	3 750	3 601
	P2	14	350	340	71	1 985	2 085	9	282	278	30	1 131	886	0	0	0	124	3 748	3 589
	P3	14	350	351	74	2 065	2 128	9	282	282	32	1 112	896	0	0	0	129	3 809	3 657
	P4	13	325	333	73	2 035	2 126	9	282	281	31	1 108	975	0	0	0	126	3 750	3 715
	P5	13	325	331	68	1 910	1 967	9	277	268	26	969	780	0	0	0	116	3 481	3 346
	P6	10	265	276	66	1 910	1 974	9	277	271	19	702	552	0	0	0	104	3 154	3 073
	All Grades	77	1 940	1 947	423	11 890	12 362	54	1 682	1 662	168	6 180	5 010	0	0	0	722	21 692	20 981

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	485	103	2 805	2 910	9	282	284	43	1 765	1 331	33	864	783	206	6 166	5 793
	P2	18	450	482	107	2 905	2 970	9	282	290	41	1 711	1 290	28	740	651	203	6 088	5 683
	P3	18	450	481	111	3 000	3 079	9	282	288	42	1 731	1 305	27	716	655	207	6 179	5 808
	P4	18	450	480	105	2 850	2 952	9	282	294	45	1 876	1 376	31	799	776	208	6 257	5 878
	P5	18	450	480	103	2 775	2 869	9	282	292	42	1 708	1 241	29	748	704	201	5 963	5 586
	P6	18	450	464	97	2 625	2 670	9	282	267	40	1 586	1 128	27	708	659	191	5 651	5 188
	All Grades	108	2 700	2 872	626	16 960	17 450	54	1 692	1 715	253	10 377	7 671	175	4 575	4 228	1 216	36 304	33 936
Wong Tai Sin	P1	4	100	92	100	2 545	2 443	0	0	0	15	540	496	0	0	0	119	3 185	3 031
	P2	4	100	92	98	2 470	2 418	0	0	0	15	543	481	0	0	0	117	3 113	2 991
	P3	4	100	95	90	2 270	2 315	0	0	0	16	554	464	0	0	0	110	2 924	2 874
	P4	4	100	100	88	2 220	2 321	0	0	0	15	542	479	0	0	0	107	2 862	2 900
	P5	4	100	100	88	2 220	2 265	0	0	0	12	418	421	0	0	0	104	2 738	2 786
	P6	3	75	74	84	2 145	2 159	0	0	0	11	378	372	0	0	0	98	2 598	2 605
	All Grades	23	575	553	548	13 870	13 921	0	0	0	84	2 975	2 713	0	0	0	655	17 420	17 187
Kwun Tong	P1	9	225	233	133	3 470	3 503	5	135	131	3	135	123	7	166	164	157	4 131	4 154
	P2	9	225	238	136	3 550	3 619	5	135	132	3	135	117	7	166	161	160	4 211	4 267
	P3	9	270	267	134	3 940	3 907	5	135	130	3	135	108	7	166	162	158	4 646	4 574
	P4	9	225	240	143	3 700	3 886	5	135	133	3	135	106	7	166	159	167	4 361	4 524
	P5	9	225	236	139	3 630	3 759	5	135	129	3	135	113	7	166	158	163	4 291	4 395
	P6	9	225	228	136	3 545	3 641	4	108	107	3	135	86	6	146	135	158	4 159	4 197
	All Grades	54	1 395	1 442	821	21 835	22 315	29	783	762	18	810	653	41	976	939	963	25 799	26 111

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	117	87	2 150	2 055	15	478	453	3	60	37	6	164	163	116	2 977	2 825
	P2	5	125	102	85	2 100	2 002	15	478	470	2	35	25	6	164	164	113	2 902	2 763
	P3	5	125	113	85	2 125	2 077	16	478	471	2	35	28	6	164	162	114	2 927	2 851
	P4	4	100	99	79	1 975	1 956	19	582	550	2	35	25	6	164	164	110	2 856	2 794
	P5	4	100	98	74	1 850	1 768	14	410	365	1	25	20	6	164	163	99	2 549	2 414
	P6	4	100	100	71	1 775	1 694	18	556	511	1	25	9	6	164	161	100	2 620	2 475
	All Grades	27	675	629	481	11 975	11 552	97	2 982	2 820	11	215	144	36	984	977	652	16 831	16 122
Sha Tin	P1	4	100	106	161	4 240	4 400	10	325	316	12	292	297	5	150	150	192	5 107	5 269
	P2	5	125	134	160	4 190	4 304	10	325	317	12	292	298	5	150	150	192	5 082	5 203
	P3	5	125	132	161	4 240	4 398	10	325	317	12	292	286	5	150	150	193	5 132	5 283
	P4	5	125	132	151	3 990	4 143	10	325	325	11	296	286	5	150	150	182	4 886	5 036
	P5	5	125	134	141	3 740	3 821	9	292	285	11	302	274	5	150	149	171	4 609	4 663
	P6	5	125	133	132	3 495	3 598	9	292	270	11	293	277	5	150	149	162	4 355	4 427
	All Grades	29	725	771	906	23 895	24 664	58	1 884	1 830	69	1 767	1 718	30	900	898	1 092	29 171	29 881
Tai Po	P1	5	160	158	72	2 304	2 448	0	0	0	5	145	107	11	319	265	93	2 928	2 978
	P2	5	150	153	71	2 130	2 241	0	0	0	1	29	24	8	263	199	85	2 572	2 617
	P3	5	150	155	73	2 190	2 290	0	0	0	1	29	27	8	263	197	87	2 632	2 669
	P4	7	175	191	78	1 995	2 087	0	0	0	0	0	0	8	263	184	93	2 433	2 462
	P5	5	125	145	75	1 920	1 973	0	0	0	0	0	0	7	218	161	87	2 263	2 279
	P6	3	75	76	65	1 670	1 700	0	0	0	0	0	0	8	245	133	76	1 990	1 909
	All Grades	30	835	878	434	12 209	12 739	0	0	0	7	203	158	50	1 571	1 139	521	14 818	14 914

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	5	140	141	105	3 143	3 293	0	0	0	0	0	0	0	0	0	110	3 283	3 434
	P2	4	100	105	110	2 980	3 126	0	0	0	0	0	0	0	0	0	114	3 080	3 231
	P3	3	75	80	112	3 040	3 230	0	0	0	0	0	0	0	0	0	115	3 115	3 310
	P4	4	99	99	108	3 428	3 417	0	0	0	0	0	0	0	0	0	112	3 527	3 516
	P5	8	216	206	102	2 971	2 963	0	0	0	0	0	0	0	0	0	110	3 187	3 169
	P6	7	182	173	98	2 749	2 763	0	0	0	0	0	0	0	0	0	105	2 931	2 936
	All Grades	31	812	804	635	18 311	18 792	0	0	0	0	0	0	0	0	0	666	19 123	19 596
Yuen Long	P1	15	430	453	183	4 922	5 035	8	259	234	7	280	153	0	0	0	213	5 891	5 875
	P2	15	425	458	181	4 843	4 869	8	259	234	2	60	39	1	25	2	207	5 612	5 602
	P3	15	430	456	188	5 004	5 074	9	280	257	2	60	40	1	25	5	215	5 799	5 832
	P4	14	350	368	176	4 400	4 538	9	280	243	2	60	37	0	0	0	201	5 090	5 186
	P5	15	375	390	161	4 025	4 143	9	280	236	2	60	38	1	25	7	188	4 765	4 814
	P6	16	400	419	148	3 650	3 790	9	280	232	2	60	25	1	25	7	176	4 415	4 473
	All Grades	90	2 410	2 544	1 037	26 844	27 449	52	1 638	1 436	17	580	332	4	100	21	1 200	31 572	31 782
Tuen Mun	P1	4	100	103	147	3 770	3 923	4	132	132	1	45	13	4	88	88	160	4 135	4 259
	P2	4	100	103	150	3 840	3 888	4	132	130	1	45	13	3	66	65	162	4 183	4 199
	P3	4	100	103	154	3 920	3 845	4	132	132	1	45	11	4	96	96	167	4 293	4 187
	P4	4	100	104	145	3 615	3 697	4	132	132	1	45	9	3	72	72	157	3 964	4 014
	P5	4	100	100	129	3 245	3 299	4	132	122	1	45	10	4	96	96	142	3 618	3 627
	P6	4	100	100	116	2 940	2 955	4	132	119	2	30	12	4	96	97	130	3 298	3 283
	All Grades	24	600	613	841	21 330	21 607	24	792	767	7	255	68	22	514	514	918	23 491	23 569

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	70	1 905	1 930	0	0	0	1	30	6	0	0	0	81	2 210	2 224
	P2	10	275	287	67	1 830	1 919	0	0	0	1	30	18	0	0	0	78	2 135	2 224
	P3	10	275	291	66	1 805	1 886	0	0	0	1	30	14	0	0	0	77	2 110	2 191
	P4	10	275	287	67	1 830	1 891	0	0	0	1	30	15	0	0	0	78	2 135	2 193
	P5	10	275	282	65	1 780	1 834	0	0	0	1	30	17	0	0	0	76	2 085	2 133
	P6	10	275	290	65	1 780	1 818	0	0	0	1	30	12	0	0	0	76	2 085	2 120
	All Grades	60	1 650	1 725	400	10 930	11 278	0	0	0	6	180	82	0	0	0	466	12 760	13 085
Kwai Tsing	P1	0	0	0	119	3 205	3 160	3	99	94	0	0	0	9	199	192	131	3 503	3 446
	P2	0	0	0	116	3 130	3 107	3	99	94	0	0	0	5	115	113	124	3 344	3 314
	P3	0	0	0	114	3 030	3 027	3	99	82	0	0	0	6	138	137	123	3 267	3 246
	P4	0	0	0	114	3 030	3 015	3	99	80	0	0	0	0	0	0	117	3 129	3 095
	P5	0	0	0	111	3 005	2 971	3	99	87	0	0	0	0	0	0	114	3 104	3 058
	P6	0	0	0	108	2 925	2 880	3	99	92	0	0	0	0	0	0	111	3 024	2 972
	All Grades	0	0	0	682	18 325	18 160	18	594	529	0	0	0	20	452	442	720	19 371	19 131
Islands	P1	0	0	0	43	1 030	926	0	0	0	9	237	232	7	163	147	59	1 430	1 305
	P2	0	0	0	38	955	849	0	0	0	9	217	188	6	144	142	53	1 316	1 179
	P3	0	0	0	36	830	780	0	0	0	8	189	163	6	144	127	50	1 163	1 070
	P4	0	0	0	36	855	809	0	0	0	6	162	148	6	148	125	48	1 165	1 082
	P5	0	0	0	35	880	803	0	0	0	7	169	146	6	148	134	48	1 197	1 083
	P6	0	0	0	37	905	828	0	0	0	4	120	119	6	148	137	47	1 173	1 084
	All Grades	0	0	0	225	5 455	4 995	0	0	0	43	1 094	996	37	895	812	305	7 444	6 803

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	140	3 665	3 695	1 673	45 024	45 684	88	2 740	2 642	195	7 032	5 622	184	4 554	4 218	2 280	63 015	61 861
	P2	143	3 710	3 688	1 661	44 283	44 785	87	2 727	2 642	179	6 457	5 274	146	3 771	3 507	2 216	60 948	59 896
	P3	143	3 760	3 787	1 669	44 834	45 518	89	2 748	2 651	186	6 573	5 283	145	3 781	3 496	2 232	61 696	60 735
	P4	143	3 634	3 738	1 631	43 198	44 216	88	2 748	2 634	179	6 380	5 302	139	3 679	3 402	2 180	59 639	59 292
	P5	141	3 601	3 651	1 539	40 751	41 218	82	2 538	2 355	163	5 787	4 689	138	3 600	3 327	2 063	56 277	55 240
	P6	133	3 407	3 441	1 466	38 849	39 061	84	2 624	2 402	142	5 102	3 937	135	3 555	3 143	1 960	53 537	51 984
	All Grades	843	21 777	22 000	9 639	256 939	260 482	518	16 125	15 326	1 044	37 331	30 107	887	22 940	21 093	12 931	355 112	349 008

- Notes:
- (1) Figures do not include special schools. International schools include English Schools Foundation schools.
 - (2) Figures refer to the position as at September 2016.
 - (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, 2016/17 School Year

District	Grade	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	P1	- 9	- 32	0	156	- 2	113
	P2	0	- 6	0	106	26	126
	P3	- 5	- 17	0	129	25	132
	P4	- 4	- 21	0	134	24	133
	P5	2	17	0	155	23	197
	P6	9	48	0	134	46	237
	All Grades	- 7	- 11	0	814	142	938
Wan Chai	P1	8	- 1	0	200	18	225
	P2	24	5	0	141	31	201
	P3	15	- 27	0	153	35	176
	P4	3	- 17	0	56	48	90
	P5	- 3	- 7	0	96	23	109
	P6	11	27	0	161	29	228
	All Grades	58	- 20	0	807	184	1 029
Eastern	P1	12	12	16	45	109	194
	P2	21	- 26	30	53	21	99
	P3	11	- 47	27	93	42	126
	P4	- 5	- 18	24	59	46	106
	P5	33	37	28	41	45	184
	P6	9	62	32	41	92	236
	All Grades	81	20	157	332	355	945

District	Grade	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Southern	P1	0	58	0	38	50	146
	P2	5	48	0	35	0	88
	P3	1	33	- 1	43	12	88
	P4	7	35	4	- 6	27	67
	P5	5	51	14	4	39	113
	P6	- 2	52	18	61	41	170
	All Grades	16	277	35	175	169	672
Yau Tsim Mong	P1	21	- 63	16	0	0	- 26
	P2	41	- 34	8	- 1	0	14
	P3	25	- 49	17	2	0	- 5
	P4	4	- 82	7	2	0	- 69
	P5	- 1	- 81	18	1	0	- 63
	P6	0	- 45	15	1	0	- 29
	All Grades	90	- 354	81	5	0	- 178
Sham Shui Po	P1	9	- 97	0	237	0	149
	P2	10	- 100	4	245	0	159
	P3	- 1	- 63	0	216	0	152
	P4	- 8	- 91	1	133	0	35
	P5	- 6	- 57	9	189	0	135
	P6	- 11	- 64	6	150	0	81
	All Grades	- 7	- 472	20	1 170	0	711

District	Grade	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Kowloon City	P1	- 35	- 105	- 2	434	81	373
	P2	- 32	- 65	- 8	421	89	405
	P3	- 31	- 79	- 6	426	61	371
	P4	- 30	- 102	- 12	500	23	379
	P5	- 30	- 94	- 10	467	44	377
	P6	- 14	- 45	15	458	49	463
	All Grades	- 172	- 490	- 23	2 706	347	2 368
Wong Tai Sin	P1	8	102	0	44	0	154
	P2	8	52	0	62	0	122
	P3	5	- 45	0	90	0	50
	P4	0	- 101	0	63	0	- 38
	P5	0	- 45	0	- 3	0	- 48
	P6	1	- 14	0	6	0	- 7
	All Grades	22	- 51	0	262	0	233
Kwun Tong	P1	- 8	- 33	4	12	2	- 23
	P2	- 13	- 69	3	18	5	- 56
	P3	3	33	5	27	4	72
	P4	- 15	- 186	2	29	7	- 163
	P5	- 11	- 129	6	22	8	- 104
	P6	- 3	- 96	1	49	11	- 38
	All Grades	- 47	- 480	21	157	37	- 312

District	Grade	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Sai Kung	P1	8	95	25	23	1	152
	P2	23	98	8	10	0	139
	P3	12	48	7	7	2	76
	P4	1	19	32	10	0	62
	P5	2	82	45	5	1	135
	P6	0	81	45	16	3	145
	All Grades	46	423	162	71	7	709
Sha Tin	P1	- 6	- 160	9	- 5	0	- 162
	P2	- 9	- 114	8	- 6	0	- 121
	P3	- 7	- 158	8	6	0	- 151
	P4	- 7	- 153	0	10	0	- 150
	P5	- 9	- 81	7	28	1	- 54
	P6	- 8	- 103	22	16	1	- 72
	All Grades	- 46	- 769	54	49	2	- 710
Tai Po	P1	2	- 144	0	38	54	- 50
	P2	- 3	- 111	0	5	64	- 45
	P3	- 5	- 100	0	2	66	- 37
	P4	- 16	- 92	0	0	79	- 29
	P5	- 20	- 53	0	0	57	- 16
	P6	- 1	- 30	0	0	112	81
	All Grades	- 43	- 530	0	45	432	- 96

District	Grade	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
North	P1	- 1	- 150	0	0	0	- 151
	P2	- 5	- 146	0	0	0	- 151
	P3	- 5	- 190	0	0	0	- 195
	P4	0	11	0	0	0	11
	P5	10	8	0	0	0	18
	P6	9	- 14	0	0	0	- 5
	All Grades	8	- 481	0	0	0	- 473
Yuen Long	P1	- 23	- 113	25	127	0	16
	P2	- 33	- 26	25	21	23	10
	P3	- 26	- 70	23	20	20	- 33
	P4	- 18	- 138	37	23	0	- 96
	P5	- 15	- 118	44	22	18	- 49
	P6	- 19	- 140	48	35	18	- 58
	All Grades	- 134	- 605	202	248	79	- 210
Tuen Mun	P1	- 3	- 153	0	32	0	- 124
	P2	- 3	- 48	2	32	1	- 16
	P3	- 3	75	0	34	0	106
	P4	- 4	- 82	0	36	0	- 50
	P5	0	- 54	10	35	0	- 9
	P6	0	- 15	13	18	- 1	15
	All Grades	- 13	- 277	25	187	0	- 78

District	Grade	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Tsuen Wan	P1	- 13	- 25	0	24	0	- 14
	P2	- 12	- 89	0	12	0	- 89
	P3	- 16	- 81	0	16	0	- 81
	P4	- 12	- 61	0	15	0	- 58
	P5	- 7	- 54	0	13	0	- 48
	P6	- 15	- 38	0	18	0	- 35
	All Grades	- 75	- 348	0	98	0	- 325
Kwai Tsing	P1	0	45	5	0	7	57
	P2	0	23	5	0	2	30
	P3	0	3	17	0	1	21
	P4	0	15	19	0	0	34
	P5	0	34	12	0	0	46
	P6	0	45	7	0	0	52
	All Grades	0	165	65	0	10	240
Islands	P1	0	104	0	5	16	125
	P2	0	106	0	29	2	137
	P3	0	50	0	26	17	93
	P4	0	46	0	14	23	83
	P5	0	77	0	23	14	114
	P6	0	77	0	1	11	89
	All Grades	0	460	0	98	83	641

District	Grade	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
All Districts	P1	- 30	- 660	98	1 410	336	1 154
	P2	22	- 502	85	1 183	264	1 052
	P3	- 27	- 684	97	1 290	285	961
	P4	- 104	-1 018	114	1 078	277	347
	P5	- 50	- 467	183	1 098	273	1 037
	P6	- 34	- 212	222	1 165	412	1 553
	All Grades	- 223	-3 543	799	7 224	1 847	6 104

- Notes:
- (1) Figures do not include special schools. International schools include English Schools Foundation schools.
 - (2) Figures refer to the position as at September 2016.
 - (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, 2016/17 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	11	0	3	0	2	19
Eastern	4	22	0	4	0	7	37
Southern	0	13	0	2	3	6	24
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	0	0	20
North	2	17	0	1	1	1	22
Yuen Long	4	30	0	5	4	0	43
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	21	31	506

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 Secondary Day Schools by District, by Grade and by Sector, 2016/17 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	30	1 008	863	0	0	0	13	411	429	0	0	0	11	329	301	58	1 876	1 737
	S2	4	132	143	30	1 025	871	0	0	0	13	411	412	0	0	0	10	289	277	57	1 857	1 703
	S3	4	132	144	30	1 025	860	0	0	0	13	411	382	0	0	0	11	308	257	58	1 876	1 643
	S4	4	136	142	30	1 056	896	0	0	0	15	402	376	0	0	0	10	280	243	59	1 874	1 657
	S5	4	144	136	30	1 080	887	0	0	0	15	405	358	0	0	0	10	280	240	59	1 909	1 621
	S6	4	144	143	30	1 065	831	0	0	0	15	393	306	0	0	0	10	307	199	59	1 909	1 479
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	10	307	218	10	307	218
	All Grades	24	816	852	180	6 259	5 208	0	0	0	84	2 433	2 263	0	0	0	72	2 100	1 735	360	11 608	10 058
Wan Chai	S1	13	400	376	43	1 528	1 259	0	0	0	8	328	274	0	0	0	9	225	198	73	2 481	2 107
	S2	13	404	382	43	1 510	1 244	0	0	0	8	328	260	0	0	0	8	200	183	72	2 442	2 069
	S3	12	396	385	43	1 510	1 243	0	0	0	8	328	250	0	0	0	8	200	196	71	2 434	2 074
	S4	12	408	380	44	1 496	1 245	0	0	0	10	410	256	0	0	0	8	200	175	74	2 514	2 056
	S5	12	432	385	45	1 576	1 204	0	0	0	12	492	286	0	0	0	7	175	167	76	2 675	2 042
	S6	12	432	359	45	1 572	1 166	0	0	0	13	529	308	0	0	0	7	175	139	77	2 708	1 972
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	7	175	139	7	175	139
	All Grades	74	2 472	2 267	263	9 192	7 361	0	0	0	59	2 415	1 634	0	0	0	54	1 350	1 197	450	15 429	12 459
Eastern	S1	16	512	528	84	2 880	2 095	0	0	0	15	585	447	0	0	0	20	533	427	135	4 510	3 497
	S2	16	528	538	81	2 732	2 029	0	0	0	15	585	486	0	0	0	18	467	394	130	4 312	3 447
	S3	16	528	521	84	2 839	2 206	0	0	0	16	626	513	0	0	0	20	539	390	136	4 532	3 630
	S4	17	552	520	86	2 758	2 284	0	0	0	16	626	500	0	0	0	15	389	200	134	4 325	3 504
	S5	17	576	522	91	3 096	2 384	0	0	0	16	601	524	0	0	0	16	392	289	140	4 665	3 719
	S6	17	576	509	88	2 988	2 254	0	0	0	16	601	423	0	0	0	16	419	321	137	4 584	3 507
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	8	169	141	8	169	141
	All Grades	99	3 272	3 138	514	17 293	13 252	0	0	0	94	3 624	2 893	0	0	0	113	2 908	2 162	820	27 097	21 445

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	44	1 544	1 089	0	0	0	12	375	361	11	323	317	32	880	826	99	3 122	2 593
	S2	0	0	0	45	1 542	1 118	0	0	0	11	375	329	11	278	270	33	906	857	100	3 101	2 574
	S3	0	0	0	46	1 536	1 174	0	0	0	11	375	314	10	250	206	33	876	807	100	3 037	2 501
	S4	0	0	0	51	1 602	1 277	0	0	0	11	375	294	11	233	212	33	890	783	106	3 100	2 566
	S5	0	0	0	53	1 764	1 295	0	0	0	11	375	276	9	177	149	32	866	689	105	3 182	2 409
	S6	0	0	0	53	1 764	1 287	0	0	0	11	375	245	9	162	142	31	810	723	104	3 111	2 397
	S7	0	0	0	0	0	0	0	0	0	0	0	0	9	142	106	30	792	657	39	934	763
	All Grades	0	0	0	292	9 752	7 240	0	0	0	67	2 250	1 819	70	1 565	1 402	224	6 020	5 342	653	19 587	15 803
Yau Tsim Mong	S1	8	256	228	50	1 616	1 382	2	72	43	13	491	424	0	0	0	0	0	0	73	2 435	2 077
	S2	9	297	238	49	1 578	1 360	2	70	50	12	488	427	0	0	0	0	0	0	72	2 433	2 075
	S3	9	297	253	49	1 642	1 425	3	105	73	13	523	436	0	0	0	0	0	0	74	2 567	2 187
	S4	9	306	255	54	1 799	1 628	3	102	101	14	515	432	1	29	4	0	0	0	81	2 751	2 420
	S5	9	324	248	55	1 925	1 692	4	144	122	14	515	403	2	54	10	0	0	0	84	2 962	2 475
	S6	9	324	250	55	1 915	1 556	4	144	120	14	515	346	2	58	24	0	0	0	84	2 956	2 296
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	All Grades	53	1 804	1 472	312	10 475	9 043	18	637	509	80	3 047	2 468	5	141	38	0	0	0	468	16 104	13 530
Sham Shui Po	S1	5	144	117	68	2 412	2 147	4	144	130	36	1 314	1 044	6	180	162	2	40	33	121	4 234	3 633
	S2	5	140	113	69	2 364	2 060	4	140	130	37	1 321	1 062	6	180	161	2	40	25	123	4 185	3 551
	S3	5	140	119	70	2 399	2 197	4	140	133	37	1 362	1 120	6	180	152	2	40	31	124	4 261	3 752
	S4	4	136	98	66	2 169	2 045	4	140	137	35	1 312	1 173	5	175	144	2	45	38	116	3 977	3 635
	S5	4	144	89	66	2 268	2 021	4	144	135	35	1 306	1 120	5	175	140	2	45	25	116	4 082	3 530
	S6	5	144	78	66	2 253	1 900	4	138	119	34	1 254	1 020	6	222	128	2	45	23	117	4 056	3 268
	S7	0	0	0	0	0	0	0	0	0	0	0	0	3	105	67	1	25	6	4	130	73
	All Grades	28	848	614	405	13 865	12 370	24	846	784	214	7 869	6 539	37	1 217	954	13	280	181	721	24 925	21 442

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	226	117	4 160	3 439	0	0	0	19	709	692	6	150	105	18	490	444	168	5 765	4 906
	S2	8	264	245	118	4 120	3 466	0	0	0	19	709	674	8	200	147	19	513	453	172	5 806	4 985
	S3	8	264	237	117	4 114	3 502	0	0	0	19	709	667	7	175	144	17	465	419	168	5 727	4 969
	S4	8	272	242	122	4 040	3 435	0	0	0	28	1 008	879	7	175	134	18	488	453	183	5 983	5 143
	S5	8	288	232	124	4 212	3 461	0	0	0	31	968	820	9	225	172	18	488	411	190	6 181	5 096
	S6	8	288	256	123	4 212	3 188	0	0	0	30	895	729	6	132	122	17	373	397	184	5 900	4 692
	S7	0	0	0	0	0	0	0	0	0	0	0	0	5	110	89	10	190	219	15	300	308
	All Grades	48	1 632	1 438	721	24 858	20 491	0	0	0	146	4 998	4 461	48	1 167	913	117	3 007	2 796	1 080	35 662	30 099
Wong Tai Sin	S1	2	64	34	87	3 073	2 469	0	0	0	6	246	246	4	144	104	0	0	0	99	3 527	2 853
	S2	2	66	44	88	2 990	2 523	0	0	0	6	246	242	4	144	115	0	0	0	100	3 446	2 924
	S3	3	99	57	88	3 023	2 579	0	0	0	6	246	230	3	108	103	0	0	0	100	3 476	2 969
	S4	3	102	90	93	2 977	2 643	0	0	0	6	246	205	3	108	75	0	0	0	105	3 433	3 013
	S5	3	108	93	94	3 183	2 756	0	0	0	6	246	194	3	108	70	0	0	0	106	3 645	3 113
	S6	3	108	73	92	3 160	2 532	0	0	0	6	246	168	3	108	63	0	0	0	104	3 622	2 836
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	All Grades	16	547	391	542	18 406	15 502	0	0	0	36	1 476	1 285	20	720	530	0	0	0	614	21 149	17 708
Kwun Tong	S1	8	256	246	106	3 636	3 099	0	0	0	25	920	704	0	0	0	7	188	172	146	5 000	4 221
	S2	8	264	244	105	3 535	3 094	0	0	0	28	1 041	786	0	0	0	6	164	144	147	5 004	4 268
	S3	8	264	228	104	3 535	3 183	0	0	0	29	1 065	867	0	0	0	6	140	100	147	5 004	4 378
	S4	8	272	247	108	3 455	3 200	0	0	0	28	1 051	974	0	0	0	4	92	63	148	4 870	4 484
	S5	8	288	230	111	3 672	3 246	0	0	0	30	1 133	1 006	0	0	0	4	68	63	153	5 161	4 545
	S6	9	288	227	111	3 672	3 157	0	0	0	32	1 189	973	0	0	0	4	68	58	156	5 217	4 415
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	68	31	4	68	31
	All Grades	49	1 632	1 422	645	21 505	18 979	0	0	0	172	6 399	5 310	0	0	0	35	788	631	901	30 324	26 342

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	136	68	2 412	1 821	0	0	0	33	1 065	909	1	25	7	2	66	54	108	3 696	2 927
	S2	4	132	137	68	2 345	1 864	0	0	0	33	1 065	897	1	25	7	2	66	53	108	3 633	2 958
	S3	4	132	126	67	2 346	1 890	0	0	0	34	1 108	929	1	25	14	2	44	51	108	3 655	3 010
	S4	4	136	138	72	2 324	2 029	0	0	0	35	1 220	940	1	25	12	2	44	42	114	3 749	3 161
	S5	5	144	132	76	2 556	2 142	0	0	0	35	1 233	934	1	25	7	2	44	46	119	4 002	3 261
	S6	5	144	129	77	2 555	2 064	0	0	0	35	1 216	812	1	25	4	2	44	35	120	3 984	3 044
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	22	21	1	22	21
	All Grades	26	816	798	428	14 538	11 810	0	0	0	205	6 907	5 421	6	150	51	13	330	302	678	22 741	18 382
Sha Tin	S1	8	256	259	145	4 982	3 857	0	0	0	24	830	789	12	252	253	8	192	187	197	6 512	5 345
	S2	8	264	244	144	4 830	3 775	0	0	0	24	830	789	11	257	257	8	176	176	195	6 357	5 241
	S3	8	264	251	145	4 898	3 913	0	0	0	24	830	743	12	252	253	8	176	176	197	6 420	5 336
	S4	8	272	252	152	4 825	4 143	0	0	0	27	924	823	12	252	256	8	176	180	207	6 449	5 654
	S5	8	288	270	152	5 080	4 227	0	0	0	33	1 062	909	12	252	248	8	176	170	213	6 858	5 824
	S6	8	288	242	153	5 112	3 904	0	0	0	32	1 020	768	12	252	227	8	176	151	213	6 848	5 292
	S7	0	0	0	0	0	0	0	0	0	0	0	0	12	252	224	8	176	161	20	428	385
	All Grades	48	1 632	1 518	891	29 727	23 819	0	0	0	164	5 496	4 821	83	1 769	1 718	56	1 248	1 201	1 242	39 872	33 077
Tai Po	S1	3	96	56	66	2 268	1 798	0	0	0	9	364	223	0	0	0	0	0	0	78	2 728	2 077
	S2	3	99	56	65	2 205	1 781	0	0	0	8	324	185	0	0	0	0	0	0	76	2 628	2 022
	S3	3	99	63	66	2 240	1 842	0	0	0	9	364	195	0	0	0	0	0	0	78	2 703	2 100
	S4	3	102	71	68	2 176	1 926	0	0	0	9	364	233	0	0	0	0	0	0	80	2 642	2 230
	S5	3	108	76	68	2 268	1 956	0	0	0	9	364	243	0	0	0	0	0	0	80	2 740	2 275
	S6	3	108	83	68	2 268	1 850	0	0	0	9	364	214	0	0	0	0	0	0	80	2 740	2 147
	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	612	405	401	13 425	11 153	0	0	0	53	2 144	1 293	0	0	0	0	0	0	472	16 181	12 851

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	150	71	2 444	2 170	0	0	0	5	205	204	0	0	0	3	60	52	85	2 901	2 576
	S2	6	198	178	70	2 345	2 134	0	0	0	5	205	204	0	0	0	2	40	46	83	2 788	2 562
	S3	6	198	177	69	2 380	2 233	0	0	0	5	204	200	0	0	0	3	60	41	83	2 842	2 651
	S4	6	204	176	75	2 345	2 214	0	0	0	5	205	202	0	0	0	2	40	37	88	2 794	2 629
	S5	6	216	175	77	2 448	2 190	0	0	0	5	199	180	0	0	0	3	60	44	91	2 923	2 589
	S6	6	216	182	77	2 412	2 050	0	0	0	5	203	196	0	0	0	1	30	22	89	2 861	2 450
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	40	30	2	40	30
	All Grades	36	1 224	1 038	439	14 374	12 991	0	0	0	30	1 221	1 186	0	0	0	16	330	272	521	17 149	15 487
Yuen Long	S1	16	512	550	121	4 230	3 366	0	0	0	20	707	524	0	0	0	0	0	0	157	5 449	4 440
	S2	16	528	552	124	4 185	3 419	0	0	0	21	748	571	0	0	0	0	0	0	161	5 461	4 542
	S3	16	528	567	125	4 253	3 560	0	0	0	21	763	608	0	0	0	0	0	0	162	5 544	4 735
	S4	17	552	552	128	4 153	3 673	0	0	0	25	850	696	1	13	8	0	0	0	171	5 568	4 929
	S5	19	576	536	133	4 392	3 733	0	0	0	24	799	620	2	57	33	0	0	0	178	5 824	4 922
	S6	19	576	520	135	4 410	3 618	0	0	0	25	809	654	4	154	102	0	0	0	183	5 949	4 894
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	All Grades	103	3 272	3 277	766	25 623	21 369	0	0	0	136	4 676	3 673	7	224	143	0	0	0	1 012	33 795	28 462
Tuen Mun	S1	8	256	250	125	4 192	3 110	0	0	0	0	0	0	0	0	0	4	100	99	137	4 548	3 459
	S2	8	264	250	124	4 252	3 072	0	0	0	0	0	0	0	0	0	4	92	94	136	4 608	3 416
	S3	8	264	240	125	4 287	3 344	0	0	0	0	0	0	0	0	0	4	92	93	137	4 643	3 677
	S4	8	272	245	139	4 344	3 628	0	0	0	0	0	0	0	0	0	3	78	77	150	4 694	3 950
	S5	9	288	248	141	4 632	3 776	0	0	0	0	0	0	0	0	0	4	88	87	154	5 008	4 111
	S6	9	288	259	141	4 626	3 564	0	0	0	0	0	0	0	0	0	3	69	68	153	4 983	3 891
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	63	61	3	63	61
	All Grades	50	1 632	1 492	795	26 333	20 494	0	0	0	0	0	0	0	0	0	25	582	579	870	28 547	22 565

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	1 692	1 408	0	0	0	0	0	0	0	0	0	0	0	0	52	1 820	1 552
	S2	4	132	144	48	1 680	1 453	0	0	0	0	0	0	0	0	0	0	0	0	52	1 812	1 597
	S3	4	132	152	48	1 676	1 526	0	0	0	0	0	0	0	0	0	0	0	0	52	1 808	1 678
	S4	4	136	143	54	1 644	1 574	0	0	0	0	0	0	0	0	0	0	0	0	58	1 780	1 717
	S5	4	144	145	54	1 728	1 578	0	0	0	0	0	0	0	0	0	0	0	0	58	1 872	1 723
	S6	4	144	138	55	1 728	1 473	0	0	0	0	0	0	0	0	0	0	0	0	59	1 872	1 611
	S7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	All Grades	24	816	866	307	10 148	9 012	0	0	0	0	0	0	0	0	0	0	0	0	331	10 964	9 878
Kwai Tsing	S1	0	0	0	121	4 284	3 471	0	0	0	0	0	0	0	0	0	0	0	0	121	4 284	3 471
	S2	0	0	0	120	4 161	3 499	0	0	0	0	0	0	0	0	0	0	0	0	120	4 161	3 499
	S3	0	0	0	120	4 159	3 633	0	0	0	0	0	0	0	0	0	0	0	0	120	4 159	3 633
	S4	0	0	0	131	4 114	3 772	0	0	0	0	0	0	0	0	0	0	0	0	131	4 114	3 772
	S5	0	0	0	133	4 356	3 942	0	0	0	0	0	0	0	0	0	0	0	0	133	4 356	3 942
	S6	0	0	0	135	4 356	3 815	0	0	0	0	0	0	0	0	0	0	0	0	135	4 356	3 815
	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	760	25 430	22 132	0	0	0	0	0	0	0	0	0	0	0	0	760	25 430	22 132
Islands	S1	3	96	60	22	756	578	0	0	0	8	216	186	4	120	110	3	75	74	40	1 263	1 008
	S2	3	99	57	23	735	573	0	0	0	8	216	197	4	120	95	3	75	69	41	1 245	991
	S3	3	99	64	23	770	634	0	0	0	10	276	219	7	193	160	3	75	52	46	1 413	1 129
	S4	3	102	67	23	753	635	0	0	0	11	316	259	5	135	115	2	50	41	44	1 356	1 117
	S5	3	108	61	24	792	671	0	0	0	11	311	215	5	135	100	2	50	30	45	1 396	1 077
	S6	3	108	63	23	828	639	0	0	0	11	316	214	5	135	101	0	0	0	42	1 387	1 017
	S7	0	0	0	0	0	0	0	0	0	0	0	0	4	120	93	0	0	0	4	120	93
	All Grades	18	612	372	138	4 634	3 730	0	0	0	59	1 651	1 290	34	958	774	13	325	266	262	8 180	6 432

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	116	3 680	3 504	1 416	49 117	39 421	6	216	173	246	8 766	7 456	44	1 194	1 058	119	3 178	2 867	1 947	66 151	54 479
	S2	117	3 811	3 565	1 414	48 134	39 335	6	210	180	248	8 892	7 521	45	1 204	1 052	115	3 028	2 771	1 945	65 279	54 424
	S3	117	3 836	3 584	1 419	48 632	40 944	7	245	206	255	9 190	7 673	46	1 183	1 032	117	3 015	2 613	1 961	66 101	56 052
	S4	118	3 960	3 618	1 496	48 030	42 247	7	242	238	275	9 824	8 242	46	1 145	960	107	2 772	2 332	2 049	65 973	57 637
	S5	122	4 176	3 578	1 527	51 028	43 161	8	288	257	287	10 009	8 088	48	1 208	929	108	2 732	2 261	2 100	69 441	58 274
	S6	124	4 176	3 511	1 527	50 896	40 848	8	282	239	288	9 925	7 376	48	1 248	913	101	2 516	2 136	2 096	69 043	55 023
	S7	0	0	0	0	0	0	0	0	0	0	0	0	33	729	579	84	2 027	1 684	117	2 756	2 263
	All Grades	714	23 639	21 360	8 799	295 837	245 956	42	1 483	1 293	1 599	56 606	46 356	310	7 911	6 523	751	19 268	16 664	12 215	404 744	338 152

- 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 2016.
 - (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, 2016/17 School Year

District	Grade	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	S1	- 16	145	0	- 18	0	28	139
	S2	- 11	154	0	- 1	0	12	154
	S3	- 12	165	0	29	0	51	233
	S4	- 6	160	0	26	0	37	217
	S5	8	193	0	47	0	40	288
	S6	1	234	0	87	0	108	430
	S7	0	0	0	0	0	89	89
	All Grades	- 36	1 051	0	170	0	365	1 550
Wan Chai	S1	24	269	0	54	0	27	374
	S2	22	266	0	68	0	17	373
	S3	11	267	0	78	0	4	360
	S4	28	251	0	154	0	25	458
	S5	47	372	0	206	0	8	633
	S6	73	406	0	221	0	36	736
	S7	0	0	0	0	0	36	36
	All Grades	205	1 831	0	781	0	153	2 970
Eastern	S1	- 16	785	0	138	0	106	1 013
	S2	- 10	703	0	99	0	73	865
	S3	7	633	0	113	0	149	902
	S4	32	474	0	126	0	189	821
	S5	54	712	0	77	0	103	946
	S6	67	734	0	178	0	98	1 077
	S7	0	0	0	0	0	28	28
	All Grades	134	4 041	0	731	0	746	5 652

Appendix 1(c) (Cont'd.)

District	Grade	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
Southern	S1	0	455	0	14	6	54	529
	S2	0	424	0	46	8	49	527
	S3	0	362	0	61	44	69	536
	S4	0	325	0	81	21	107	534
	S5	0	469	0	99	28	177	773
	S6	0	477	0	130	20	87	714
	S7	0	0	0	0	36	135	171
	All Grades	0	2 512	0	431	163	678	3 784
Yau Tsim Mong	S1	28	234	29	67	0	0	358
	S2	59	218	20	61	0	0	358
	S3	44	217	32	87	0	0	380
	S4	51	171	1	83	25	0	331
	S5	76	233	22	112	44	0	487
	S6	74	359	24	169	34	0	660
	S7	0	0	0	0	0	0	0
	All Grades	332	1 432	128	579	103	0	2 574
Sham Shui Po	S1	27	265	14	270	18	7	601
	S2	27	304	10	259	19	15	634
	S3	21	202	7	242	28	9	509
	S4	38	124	3	139	31	7	342
	S5	55	247	9	186	35	20	552
	S6	66	353	19	234	94	22	788
	S7	0	0	0	0	38	19	57
	All Grades	234	1 495	62	1 330	263	99	3 483

Appendix 1(c) (Cont'd.)

District	Grade	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
Kowloon City	S1	30	721	0	17	45	46	859
	S2	19	654	0	35	53	60	821
	S3	27	612	0	42	31	46	758
	S4	30	605	0	129	41	35	840
	S5	56	751	0	148	53	77	1 085
	S6	32	1 024	0	166	10	- 24	1 208
	S7	0	0	0	0	21	- 29	- 8
	All Grades	194	4 367	0	537	254	211	5 563
Wong Tai Sin	S1	30	604	0	0	40	0	674
	S2	22	467	0	4	29	0	522
	S3	42	444	0	16	5	0	507
	S4	12	334	0	41	33	0	420
	S5	15	427	0	52	38	0	532
	S6	35	628	0	78	45	0	786
	S7	0	0	0	0	0	0	0
	All Grades	156	2 904	0	191	190	0	3 441
Kwun Tong	S1	10	537	0	216	0	16	779
	S2	20	441	0	255	0	20	736
	S3	36	352	0	198	0	40	626
	S4	25	255	0	77	0	29	386
	S5	58	426	0	127	0	5	616
	S6	61	515	0	216	0	10	802
	S7	0	0	0	0	0	37	37
	All Grades	210	2 526	0	1 089	0	157	3 982

Appendix 1(c) (Cont'd.)

District	Grade	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
Sai Kung	S1	- 8	591	0	156	18	12	769
	S2	- 5	481	0	168	18	13	675
	S3	6	456	0	179	11	- 7	645
	S4	- 2	295	0	280	13	2	588
	S5	12	414	0	299	18	- 2	741
	S6	15	491	0	404	21	9	940
	S7	0	0	0	0	0	1	1
	All Grades	18	2 728	0	1 486	99	28	4 359
Sha Tin	S1	- 3	1 125	0	41	- 1	5	1 167
	S2	20	1 055	0	41	0	0	1 116
	S3	13	985	0	87	- 1	0	1 084
	S4	20	682	0	101	- 4	- 4	795
	S5	18	853	0	153	4	6	1 034
	S6	46	1 208	0	252	25	25	1 556
	S7	0	0	0	0	28	15	43
	All Grades	114	5 908	0	675	51	47	6 795
Tai Po	S1	40	470	0	141	0	0	651
	S2	43	424	0	139	0	0	606
	S3	36	398	0	169	0	0	603
	S4	31	250	0	131	0	0	412
	S5	32	312	0	121	0	0	465
	S6	25	418	0	150	0	0	593
	S7	0	0	0	0	0	0	0
	All Grades	207	2 272	0	851	0	0	3 330

Appendix 1(c) (Cont'd.)

District	Grade	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
North	S1	42	274	0	1	0	8	325
	S2	20	211	0	1	0	- 6	226
	S3	21	147	0	4	0	19	191
	S4	28	131	0	3	0	3	165
	S5	41	258	0	19	0	16	334
	S6	34	362	0	7	0	8	411
	S7	0	0	0	0	0	10	10
	All Grades	186	1 383	0	35	0	58	1 662
Yuen Long	S1	- 38	864	0	183	0	0	1 009
	S2	- 24	766	0	177	0	0	919
	S3	- 39	693	0	155	0	0	809
	S4	0	480	0	154	5	0	639
	S5	40	659	0	179	24	0	902
	S6	56	792	0	155	52	0	1 055
	S7	0	0	0	0	0	0	0
	All Grades	- 5	4 254	0	1 003	81	0	5 333
Tuen Mun	S1	6	1 082	0	0	0	1	1 089
	S2	14	1 180	0	0	0	- 2	1 192
	S3	24	943	0	0	0	- 1	966
	S4	27	716	0	0	0	1	744
	S5	40	856	0	0	0	1	897
	S6	29	1 062	0	0	0	1	1 092
	S7	0	0	0	0	0	2	2
	All Grades	140	5 839	0	0	0	3	5 982

Appendix 1(c) (Cont'd.)

District	Grade	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
Tsuen Wan	S1	- 16	284	0	0	0	0	268
	S2	- 12	227	0	0	0	0	215
	S3	- 20	150	0	0	0	0	130
	S4	- 7	70	0	0	0	0	63
	S5	- 1	150	0	0	0	0	149
	S6	6	255	0	0	0	0	261
	S7	0	0	0	0	0	0	0
	All Grades	- 50	1 136	0	0	0	0	1 086
Kwai Tsing	S1	0	813	0	0	0	0	813
	S2	0	662	0	0	0	0	662
	S3	0	526	0	0	0	0	526
	S4	0	342	0	0	0	0	342
	S5	0	414	0	0	0	0	414
	S6	0	541	0	0	0	0	541
	S7	0	0	0	0	0	0	0
	All Grades	0	3 298	0	0	0	0	3 298
Islands	S1	36	178	0	30	10	1	255
	S2	42	162	0	19	25	6	254
	S3	35	136	0	57	33	23	284
	S4	35	118	0	57	20	9	239
	S5	47	121	0	96	35	20	319
	S6	45	189	0	102	34	0	370
	S7	0	0	0	0	27	0	27
	All Grades	240	904	0	361	184	59	1 748

Appendix 1(c) (Cont'd.)

District	Grade	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
All Districts	S1	176	9 696	43	1 310	136	311	11 672
	S2	246	8 799	30	1 371	152	257	10 855
	S3	252	7 688	39	1 517	151	402	10 049
	S4	342	5 783	4	1 582	185	440	8 336
	S5	598	7 867	31	1 921	279	471	11 167
	S6	665	10 048	43	2 549	335	380	14 020
	S7	0	0	0	0	150	343	493
	All Grades	2 279	49 881	190	10 250	1 388	2 604	66 592

- 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 2016.
 - (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

EDB512

(Question Serial No. 3594)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (5) Special Education, (6) Other Educational Services and Subsidies, (7) Post-secondary, 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 2012-13 to 2016-17 respectively.

Asked by: Hon IP Kin-yuen (Member Question No. 67)

Reply:

The breakdown of unspent provision on education from 2012-13 to 2016-17 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 2012-13 to 2016-17

	2012-13		2013-14		2014-15		2015-16		2016-17 Revised 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 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	476 (1%)	99%	180 (0%)	100%	-619 (-1%)	101%	-567 (-1%)	101%	-709 (-1%)	101%
(b) Student financial assistance/ scholarship to students and loans to students/ schools/ institutions	1,465 (19%)	81%	-279 (-4%)	104%	1,001 (12%)	88%	751 (10%)	90%	1,786 (21%)	79%
(c) Capital works expenditure	317 (7%)	93%	271 (10%)	90%	152 (7%)	93%	-11 (-0%)	100%	184 (7%)	107%
(d) Operational and other non-recurrent expenditure of Education Bureau and departments under its purview	247 (5%)	95%	320 (6%)	94%	1,114 (18%)	82%	188 (3%)	97%	162 (2%)	102%
Total	2,505 (3%)	97%	492 (1%)	99%	1,648 (2%)	98%	361 (0%)	100%	1,423 (2%)	98%

- End -

CONTROLLING OFFICER'S REPLY**EDB513****(Question Serial No. 3595)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) 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 2012/13 to 2016/17 school years:

(a) what were the numbers of classes and school places reduced due to class reduction and what were the savings involved?

(b) what were the numbers of schools and school places reduced due to school closure and what were the savings involved?

(c) what were the total numbers of classes and school places reduced as well as the total amounts of savings altogether in the above?

Asked by: Hon IP Kin-yuen (Member Question No. 68)

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 2012/13 to the 2016/17 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)
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	
2016/17				233	6 547	

(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)
2012/13	1	3	82	4	1	5	164	5
2013/14	1	4	107	5	No school closure			
2014/15	No school closure							
2015/16					2	5	144	11
2016/17	No school closure				No school closure			

(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)
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	
2016/17				233	6 547	

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 new and old 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 2016/17 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 the additional expenditure for the provision of the enhanced measures under the Scheme and the targeted relief measures for the public sector secondary schools is subsumed under the overall expenditure of EDB, the total estimated savings arising from the reduction of classes are not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB514

(Question Serial No. 3596)

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

Please provide the following information:

(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 2013/14 to 2016/17.

(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 4 school years from 2013/14 to 2016/17.

(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 2013/14 to 2016/17? 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 2012/13 to 2016/17?

(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 or 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 2016/17 school year.

Asked by: Hon IP Kin-yuen (Member Question No. 69)

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 2013/14 to 2016/17 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 4 school years from 2013/14 to 2016/17 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
2013/14	1	7	47	296	30	4	1
2014/15	1	14	51	279	36	4	1
2015/16	1	18	52	281	29	4	1
2016/17	1	27	48	271	34	4	1

(c) As of the 2016/17 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 2013/14, 2014/15, 2015/16 and 2016/17 school years are as follows:

School Year	Number of Secondary 1 Classes Reduced	Estimated Number of Secondary 1 School Places Reduced ^{Note}
2013/14	217	6 814
2014/15	211	6 330
2015/16	218	6 278
2016/17	212	5 957

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 2013/14, 2014/15, 2015/16 and 2016/17 school years are 31.4, 30, 28.8 and 28.1 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 2016/17 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 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	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	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	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	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	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	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	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	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	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	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	1	1	1	1	1
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	1	1	1	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	1	1	1	1	1

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					
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	
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	
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	
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	
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	
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	
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	
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	
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	
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	
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	1	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	
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	
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	
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	
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	
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	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	

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 2016/17 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	1	0	0	0	0	0	1	1	0	0	5	5	5	6	6	3	3	3	3	3	0	0	0	0	0	0	0	0	0	0	0
Hong Kong East	0	0	0	0	0	3	3	3	2	1	6	5	5	4	4	13	17	14	19	17	4	1	4	1	4	0	0	0	0	0	0	0	0	0	0	0
Islands	1	1	1	1	1	0	0	0	0	0	2	2	1	1	1	3	3	4	4	4	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0
Kowloon City	0	0	0	0	0	1	0	0	0	0	1	2	2	2	2	19	19	19	19	19	6	6	6	6	6	1	1	1	1	1	1	1	1	1	1	1
Kwai Tsing	0	0	0	0	0	1	1	1	0	0	3	3	3	3	3	27	27	27	28	28	0	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	2	1	22	22	22	22	23	3	3	3	3	3	0	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	15	1	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	1	0	3	3	3	2	1	15	15	15	16	18	0	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	1	0	0	0	12	12	13	13	13	2	2	2	2	2	1	1	1	0	0	0	0	0	0	0	0
Sha Tin	0	0	0	0	0	1	1	0	0	0	8	8	8	7	7	24	24	25	26	26	5	5	5	5	5	0	0	0	0	0	0	0	0	0	0	0
Southern	0	0	0	0	0	5	4	4	1	2	1	2	2	5	1	6	6	6	6	9	0	0	0	0	0	1	1	1	1	1	1	0	0	0	0	0
Tai Po	0	0	0	0	0	1	1	0	0	1	4	4	5	5	4	13	13	13	13	13	0	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	1	0	0	0	0	12	13	13	13	13	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Tuen Mun	0	0	0	0	0	10	5	4	2	1	3	8	9	8	9	24	24	24	27	27	0	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	1	0	0	0	0	0	1	12	12	12	12	12	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0
Wong Tai Sin	0	0	0	0	0	1	1	0	0	0	5	4	5	3	3	14	16	15	18	17	3	2	3	2	3	0	0	0	0	0	0	0	0	0	0	0
Yau Tsim Mong	0	0	0	0	0	0	0	0	0	0	2	1	0	0	0	8	9	9	10	9	2	2	3	2	3	1	1	1	2	2	0	0	0	0	0	0
Yuen Long	0	0	0	0	0	1	0	0	0	0	3	3	2	2	2	27	28	28	28	28	3	3	4	4	4	0	0	0	0	0	0	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 2016/17 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	2	2	0	3
Hong Kong East	17	3	2	0	1	3
Islands	6	1	0	0	0	0
Kowloon City	16	3	2	2	2	4
Kwai Tsing	13	4	14	0	0	0
Kwun Tong	6	8	10	2	0	1
North	5	0	3	11	0	0
Sai Kung	11	3	1	2	1	1
Sha Tin	26	6	4	1	0	1
Sham Shui Po	4	1	8	2	0	1
Southern	9	4	0	0	0	0
Tai Po	9	6	3	0	0	0
Tsuen Wan	6	1	5	0	0	1
Tuen Mun	22	7	8	0	0	0
Wan Chai	6	2	1	1	0	4
Wong Tai Sin	11	7	5	0	0	0
Yau Tsim Mong	6	0	5	0	0	2
Yuen Long	16	10	4	0	3	1

- End -

CONTROLLING OFFICER'S REPLY

EDB515

(Question Serial No. 3612)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

1. For each of the school years between 2013/14 and 2015/16, how many days of sick leave (including sick leave due to work injuries) were taken by officers under the employment of the Education Bureau and teachers in government and aided primary and secondary schools in total? What was the subtotal of each category within the year? What was the average number of sick leave days taken?
2. For cases in which sick leave/sick leave due to work injuries was claimed, what were the minimum, average and maximum number of days claimed? What was the total expenditure on emoluments involved?

Asked by: Hon IP Kin-yuen (Member Question No. 74)

Reply:

1. The number of sick leave days and number of sick leave days related to injury on duty taken by all civil servants in the Bureau were 22 214 and 2 959 in 2013/14 school year, 24 120 and 2 439 in 2014/15 and 28 801 and 2 419 in 2015/16 respectively. For the above figures, the number of sick leave days and number of sick leave days related to injury on duty taken by teaching staff specifically in the three mentioned school years respectively were 11 414 and 2 546, 12 294 and 2 024 and 14 552 and 1 932. In view that not all staff have taken sick leave during the school years concerned 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 sick leave taken by teachers in aided schools.
2. The Bureau does not have information on the salary expenditure in respect of the sick leave taken by Government or aided school teachers.

- End -

CONTROLLING OFFICER'S REPLY

EDB516

(Question Serial No. 3625)

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 the Education Bureau, the Student Financial Assistance Agency and the University Grants Committee) administered by the Secretary for Education? Please give a breakdown of these funds and scholarship schemes by the year of establishment, aim and assessor as well as the balance, income, expenditure and number of beneficiaries in each of the past 5 years (from 2012/13 to 2016/17).

Asked by: Hon IP Kin-yuen (Member Question No. 87)

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 (WFSFAA) and the Research Grants Council under the aegis of the University Grants Committee are provided in the following tables. In addition to the scholarship funds listed below, WFSFAA also provided advice to a number of private and/or statutory scholarship funds like the Sir Robert Black Trust Fund and the Grantham Scholarships Fund.

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 / Academic 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 2012/13, 2014/15, 2015/16 and 2016/17 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.	2012/13 ¹	0.66	0.08	0.09	93
				2013/14 ¹	0.49	0.08	0.25	490
				2014/15 ¹	0.50	0.08	0.07	87
				2015/16 ¹	0.51	0.07	0.06	69
				2016/17 ^{1,2}	0.52	0.07	0.06	61

¹ The balance excludes capital of \$5.83 million which cannot be used for disbursement of awards.

² Estimates for 2016/17.

Name of Scholarship/ Fund	Year of Establishment	Aims	Assessors	School / Academic 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 and Steering Committee of the Fund	2012/13 ⁴	2,313	62	74	2 837
				2013/14	2,432	214	95	4 075
				2014/15	2,262	(68)	102	4 546
				2015/16	2,282	124	104	4 762
				2016/17 ⁵	2,217	40	105	4 800 ⁶

³ Participating institutions of the HKSAR Government Scholarship Fund are the eight University Grants Committee-funded universities (i.e. City University of Hong Kong, Hong Kong Baptist University, Lingnan University, the Chinese University of Hong Kong, the Education University of Hong Kong, 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 Including an injection of \$20 million in 2012/13.

⁵ Estimates for 2016/17. 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.

⁶ 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 2016/17.

Name of Scholarship/ Fund	Year of Establishment	Aims	Assessors	School / Academic 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 universities in Hong Kong.	Applications are made to the Research Grants Council. Individual University Grants Committee-funded universities 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.	2012/13 ⁷	-	96.8	96.8	387 ⁸
				2013/14 ⁷	-	105.5	105.5	422 ⁸
				2014/15 ⁷	-	129.8	129.8	519 ⁸
				2015/16 ⁷	-	137.8	137.8	551 ⁸
				2016/17 ⁷	-	152.5	152.5	610 ⁸

⁷ Expenditure of the Scheme is funded by recurrent grants from the University Grants Committee.

⁸ 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 / Academic 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	2012/13	-	7.95	7.95	156 ⁹
				2013/14	-	8.97	8.97	176 ⁹
				2014/15	-	8.71	8.71	173 ⁹
				2015/16	-	9.26	9.26	184 ⁹
				2016/17 ¹⁰	-	9.61	9.61	191 ⁹
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	2012/13 ¹¹	3,491	45	59	2 599 ¹²
				2013/14	3,701	313	103	3 545 ¹²
				2014/15	3,509	(81)	111	4 139 ¹²
				2015/16	3,578	178	109	11 460 ¹²
				2016/17 ¹³	3,503	70	145	16 516 ¹²

⁹ Including new awardees and awardees from previous years who continue to receive the scholarship.

¹⁰ Estimates for 2016/17.

¹¹ Including an injection of \$20 million in 2012/13.

¹² Including scholarship recipients as well as students and teachers directly benefited from quality enhancement projects completed in that year (from 2015/16 onwards).

¹³ Estimates for 2016/17. 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.

Name of Scholarship/ Fund	Year of Establishment	Aims	Assessors	School / Academic Year	Balance at year end (\$ million)	Income (\$ million)	Expenditure (\$ million)	Number of beneficiaries
Hong Kong Scholarship for Excellence Scheme (HKSES) ¹⁴	2014	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 To support those students who have excellent academic achievement but lack the financial means to study in top-notch universities outside Hong Kong.	A Steering Committee (SC) was set up to advise the Administration on the policy, strategy and administration of the HKSES. Interview panels will be set up by the SC to interview and assess shortlisted applicants. Selection of the final awardees will rest with the SC having regard to the assessment given by the interview panels on individual applicants.	2015/16	327.32	-	20.65	92
				2016/17 ¹⁵	289.32	-	38.00	185

¹⁴ The HKSES will benefit three cohorts of students starting from 2015/16 and then be subject to a review on its effectiveness.

¹⁵ Estimates for 2016/17.

Funds under the purview of the Education Bureau

Name of Scholarship/ Fund	Year of Establishment	Aims	Assessors	School / Academic Year	Balance at year end (\$ million)	Income (\$ million)	Expenditure (\$ million)	Number of beneficiaries
Language Fund	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	2012/13	858.6	13.1	156.6	135 094 ¹⁶
				2013/14 ¹⁷	5,932.4	5,092.8	19.0	120 285 ¹⁶
				2014/15	6,135.2	259.8	57.0	178 836 ¹⁶
				2015/16	6,280.1	222.2	77.3	191 924 ¹⁶
				2016/17 ¹⁸	6,328.7	76.7	28.1	183 515 ¹⁶
Quality Education Fund (QEF)	1998	The QEF finances projects for the promotion of quality school education in Hong Kong.	The QEF Steering Committee	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	8,403	456	140	322 064 ¹⁹
				2016/17 ²⁰	8,403	145	145	51 087 ^{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 sector (such as working adults).

¹⁷ Including an injection of \$5 billion in March 2014.

¹⁸ Provisional figures as at 31 January 2017.

¹⁹ Beneficiaries may include teachers, students and parents.

²⁰ Estimates for 2016/17. 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 Provisional figures as at 31 January 2017.

Name of Scholarship/ Fund	Year of Establishment	Aims	Assessors	School / Academic 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; and</p> <p>In January 2012, the Finance Committee (FC) of 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 2012/13 for making necessary adjustments arising from the education reform initiatives through SBPS Programmes.</p> <p>EDB informed FC in April 2016 that the remaining balance of the EDF would be used to continue providing schools with SBPS Programmes till the end of the 2018/19 school year.</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.	2012/13	596.5	8.8	65.3	580 ²²
				2013/14	509.8	7.4	94.1	549 ²²
				2014/15	412.2	6.5	104.1	648 ²²
				2015/16	325.3	3.7	90.6	579 ²²
				2016/17 ²³	282.4	1.5	44.4	529 ²²

²² Number of schools including kindergartens, primary schools, secondary schools and special schools. For 2016/17, it is an estimated figure.

²³ Provisional figures as at 31 January 2017.

Name of Scholarship/ Fund	Year of Establishment	Aims	Assessors	School / Academic Year	Balance at year end (\$ million)	Income (\$ million)	Expenditure (\$ million)	Number of beneficiaries
Research Endowment Fund	2009	To support research at the University Grants Committee-funded universities (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	2012/13	25,959	1,304	663	1 028 ²⁴
				2013/14	26,131	1,036	864	1 179 ²⁴
				2014/15	26,360	1,248	1,018	1 306 ²⁴
				2015/16	26,811	1,038	588	1 268 ²⁴
				2016/17 ²⁵	NA	NA	NA	NA

²⁴ Research teams.

²⁵ Information not yet available.

Name of Scholarship/ Fund	Year of Establishment	Aims	Assessors	School / Academic Year	Balance at year end (\$ million)	Income (\$ million)	Expenditure (\$ million)	Number of beneficiaries
Qualifications Framework Fund (QF Fund)	2014	To provide a steady source of income to support the sustainable development and implementation of Qualifications Framework.	The Steering Committee on QF Fund	2014/15 ²⁶	-	-	-	2 435 ²⁷ practitioners and 235 ²⁸ education and training providers ²⁹
				2015/16 ²⁶	1,015.8	15.8	-	2 090 ²⁷ practitioners and 243 ²⁸ education and training providers ²⁹
				2016/17 ^{26,30}	1,029.2	13.4	-	3 537 ²⁷ practitioners and 384 ²⁸ education and training providers ²⁹

²⁶ A seed capital of \$1,000 million was injected into the QF Fund and placed with the Exchange Fund for investment in March 2016. As it takes time for the QF Fund to accumulate sufficient income to meet the funding requirements of various initiatives under the Qualifications Framework, we will first exhaust the funding available under the existing non-recurrent item of Qualifications Framework Support Scheme under Head 156 Education Bureau. Hence no expenditure is charged against the QF Fund.

²⁷ For the periods from April 2014 to March 2015, April 2015 to March 2016 and April 2016 to February 2017 respectively.

²⁸ As at March 2015, March 2016 and February 2017 respectively.

²⁹ The above figures which are readily available are not exhaustive as the QF Fund supports a wide range of stakeholders including education and training providers, practitioners, assessment agencies and quality assurance body through various initiatives.

³⁰ Provisional figures as at 31 January 2017.

Name of Scholarship/ Fund	Year of Establishment	Aims	Assessors	School / Academic Year	Balance at year end (\$ million)	Income (\$ million)	Expenditure (\$ million)	Number of beneficiaries
Gifted Education Fund (GE Fund)	2016	To support the development of gifted education in Hong Kong through the Hong Kong Academy for Gifted Education and other worthwhile initiatives, schemes and programmes.	The Advisory Committee on Gifted Education	2016/17 ³¹	800	-	-	0

³¹ A seed capital of \$800 million was injected into the GE Fund and placed with the Exchange Fund for investment in March 2017.

- End -

CONTROLLING OFFICER'S REPLY

EDB517

(Question Serial No. 3630)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not specified
Programme: (7) Post-secondary, Vocational and Professional Education
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

Please provide the number of students enrolled in year one of the following programmes in the past 5 years (2012/13 to 2016/17):

- (1) University Grants Committee-funded degree programmes;
- (2) Government-funded sub-degree programmes;
- (3) Self-financing degree programmes; and
- (4) Self-financing sub-degree programmes.

Asked by: Hon IP Kin-yuen (Member Question No. 91)

Reply:

The number of intakes of University Grants Committee (UGC)-funded sub-degree and first-year-first-degree programmes from the 2012/13 to 2016/17 academic years is set out at **Annex A**. The number of intakes of full-time locally-accredited non-UGC-funded sub-degree and first-year-first-degree programmes from the 2012/13 to 2016/17 academic years is set out at **Annex B**.

**Intakes of UGC-funded Sub-degree and First-Year-First-Degree Programmes
from the 2012/13 to 2016/17 Academic Years****(Headcount)**

Academic Year	Sub-degree	First-year-first-degree
2012/13	2 651	33 073
2013/14	2 224	17 089
2014/15	2 078	17 309
2015/16	2 056	17 410
2016/17 (provisional)	1 947	17 826

Note:

To tie in with the implementation of the new academic structure, UGC-funded universities admitted two cohorts of students under the old and new academic structures in the 2012/13 academic year.

**Intakes of Full-time Locally-accredited Non-UGC-funded
Sub-degree and First-Year-First-Degree Programmes
from the 2012/13 to 2016/17 Academic Years**

(Headcount)

Academic Year	Vocational Training Council's Subvented Sub-degree	Self-financing Sub-degree	Non-UGC-funded First-year-first-degree
2012/13	7 363	30 099	7 101
2013/14	8 897	21 359	6 291
2014/15	10 449	19 758	7 361
2015/16	10 755	19 655	6 854
2016/17 (provisional)	10 800	19 429	6 335

Note:

To tie in with the implementation of the new academic structure, non-UGC-funded post-secondary institutions admitted two cohorts of students under the old and new academic structures in the 2012/13 academic year. Figures include those for Study Subsidy Scheme for Designated Professions/Sectors with effect from the 2015/16 academic year.

– End –

CONTROLLING OFFICER'S REPLY**EDB518****(Question Serial No. 3631)**

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

1. 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 (2012-13 to 2016-17) and what were the estimates for 2016/17?
2. 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 (2012/13 to 2016/17)? How many programmes were found not up to the standard?

Asked by: Hon IP Kin-yuen (Member Question No. 92)

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 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 the University Grants Committee (UGC)-funded universities 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 2012-13 to 2016-17 and the estimated expenditure for 2017-18 are as follows –

2012-13	2013-14	2014-15	2015-16	2016-17 (As at end February 2017)	2017-18 (Estimate)
(\$ million)					
65.7	72.2	79.8	89.4	81.2	91.2

The Quality Assurance Council (QAC), established under the aegis of UGC, aims to assure that the quality of educational experience in programmes at the levels of sub-degree, first degree and above (however funded) offered in UGC-funded universities is sustained and improved, and is at an internationally competitive level.

The actual expenditures of QAC in the past five years from the 2012-13 to 2016-17 and the estimated expenditure for 2017-18 are as follows –

2012-13	2013-14	2014-15	2015-16	2016-17 (As at end February 2017)	2017-18 (Estimate)
(\$ million)					
0.7	0.4	0.8	1.4	0.99	2.2

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, 2016-17 and 2017-18 are mainly due to the audit activities conducted for the second round of QAC quality audits in 2015 and 2016 as well as the audit activities for the sub-degree operations of UGC-funded universities which will commence in 2017. The increase in non-local Audit Panel members for quality audits on sub-degree operations as compared with the second round of quality audits has also resulted in a rise in the estimated expenditure for 2017-18. 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 \$77,350 to \$93,100 for QAC members annually and \$42,050 to \$51,450 for QAC auditors over the period from 2012-13 to 2016-17.

Since 2016, UGC has assumed the role of the overseeing body of the external quality audits on the sub-degree operations of UGC-funded universities, with the involvement of QAC as the audit operator. In this connection, the former Joint Quality Review Committee (JQRC), which was established by the Heads of Universities Committee to provide peer review of the quality assurance processes of self-financing sub-degree programmes offered by UGC-funded universities, has ceased operation in 2016. The Government did not provide any funding to JQRC and has no information about their annual expenditure.

- (b) HKCAAVQ is empowered under the HKCAAVQ Ordinance to conduct accreditation for academic and vocational programmes. In the past five years from 2012-13 to 2016-17, the number of programmes accredited/re-accredited, as well as those not approved by HKCAAVQ are as follows –

Number of Programmes	Financial Year				
	2012-13	2013-14	2014-15	2015-16	2016-17 (As at end February 2017)
Accredited/ Re-accredited ^{Note}	184	218	536	293	228
Not approved ^{Note}	2	4	0	2	0

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 exercise 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, the former JQRC endorsed self-financing sub-degree programmes of UGC-funded universities for the purpose of registration on QR. It should be noted that both JQRC and QAC did/do not accredit individual programmes of UGC-funded universities as these universities already have self-accrediting status. As the former JQRC has ceased operation in 2016, only the number of self-financing sub-degree programmes endorsed/re-endorsed from 2012-13 to 2014-15, as well as those not endorsed/re-endorsed for registration on QR are available and they are as follows –

Number of Programmes	Financial Year				
	2012-13	2013-14	2014-15	2015-16	2016-17
Endorsed / Re-endorsed	416	114	400	Not available	Not available
Not Endorsed / Not Re-endorsed	26	6	21	Not available	Not available

- End -

CONTROLLING OFFICER'S REPLY**EDB519****(Question Serial No. 3632)**

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

(1) 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 (2012/13 to 2016/17):

- (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 set out in detail the number of applications received, the approval granted, the amount of loans awarded and the repayment dates under the Start-up Loan Scheme in the past 5 years (2012/13 to 2016/17).

Asked by: Hon IP Kin-yuen (Member Question No. 93)

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 2012/13 to 2016/17 academic year, three land sites and three vacant Government 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 2012/13 to 2016/17 academic year is as follows -

Academic Year	Amount of Loans disbursed under SLS (\$ million)
2012/13	94.0
2013/14	1,259.8
2014/15	902.7
2015/16	295.3
2016/17 (Estimate)	203
Total	2,754.8

- 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. 65 projects, involving a total grant of \$99.4 million, were completed by the 2014/15 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 supporting 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 grants approved under QESS from the 2012/13 to 2016/17 academic years are set out as follows –

Academic Year	Amount of Scholarships and Awards Given out under SPSS (\$ million)	Amount of Grants Approved under QESS (\$ million)
2012/13	56.0	73.7
2013/14	67.3	22.9
2014/15	71.7	41.6
2015/16	76.8	47.6
2016/17 (Estimate)	79.9	Note

Note: The 2016/17 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 2012-13 to 2016-17 is as follows -

Financial Year	Amount of subsidies disbursed under QFSS (\$ million)
2012-13	28.5
2013-14	15.2
2014-15	22.5
2015-16	40.0
2016-17 (as at end February 2017)	43.4
Total	149.6

- 1(f) The Government 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 had 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 2012/13 to 2016/17 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 from the 2014/15 to 2016/17 academic year is as follows –

Academic Year	Amount Awarded (\$ million)
2014/15	103.0
2015/16	86.3
2016/17 ^{Note 1}	82.9
Total ^{Note 2}	272.3

Note 1: Position as at end February 2017.

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 2012/13 to 2016/17 academic year is as follows –

	Academic Year				
	2012/13	2013/14	2014/15	2015/16	2016/17*
FASP					
Amount of grant disbursed (\$ million)	1,226	1,187	1,106	1,106	791
Amount of loan disbursed (\$ million)	267	231	200	180	105
Total amount of assistance disbursed (\$ million)#	<u>1,492</u>	<u>1,418</u>	<u>1,307</u>	<u>1,286</u>	<u>896</u>
NLSPS					
Total amount of loan disbursed (\$ million)	<u>590</u>	<u>651</u>	<u>708</u>	792	633
Total (\$ million)#	<u>2,082</u>	<u>2,069</u>	<u>2,015</u>	<u>2,078</u>	<u>1,529</u>

* As at 31 January 2017

Figures may not add up to the corresponding total due to rounding.

2. From the 2012/13 to 2016/17 academic year, a total of 21 start-up loan applications were received under SLS. Among them, 16 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, four applications were approved with a total loan amount of \$1,082.5 million and one application is still under processing. The details of the four approved loans are set out below –

Academic Year	Successful Applicant	Loan Amount (\$ million)	Date of Final Loan Repayment ^{Note}
2012/13	Hong Kong Arts Centre (for Hong Kong Art School)	2.5	January 2024
	Hang Seng School of Commerce	800	September 2026

Academic Year	Successful Applicant	Loan Amount (\$ million)	Date of Final Loan Repayment ^{Note}
	(for Hang Seng Management College)		
2013/14	HKCT Group Limited (for Hong Kong College of Technology and HKCT Institute of Higher Education)	30	October 2025
2014/15	Chu Hai College of Higher Education	250	Subject to date of final drawdown
Total		1,082.5	

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**EDB520****(Question Serial No. 3633)**

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

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.

Programme names	Course providers	Total number of intakes (irrespective of whether they are receiving subsidy or not)		Number of subsidised places		Annual tuition fee		Tuition fee rise % (over last academic year)	
		2015/16 academic year	2016/17 academic year	2015/16 academic year	2016/17 academic year	2015/16 academic year	2016/17 academic year	2015/16 academic year	2016/17 academic year

Asked by: Hon IP Kin-yuen (Member Question No. 94)

Reply:

In order to nurture talent to meet Hong Kong's social and economic needs, the Government has launched the Study Subsidy Scheme for Designated Professions/ Sectors (SSSDP) on a pilot basis 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. As announced in the 2017 Policy Address, SSSDP will be regularised from the 2018/19 academic year with an increased number of subsidised places from about 1 000 per cohort to about 3 000. Current students of the designated programmes will also receive the subsidy from the 2018/19 academic year. It is expected that about 13 000 students will benefit from the scheme each academic year.

The list of selected programmes and relevant institutions, number of subsidised places, actual intakes, average annual tuition fee (before deduction of subsidy) and the change in the average annual tuition fee for each programme for the cohorts admitted in the 2015/16 and 2016/17 academic years are set out at **Annex**.

**List of Selected Programmes, Relevant Institutions, Actual Intakes,
Number of Subsidised Places, Average Annual Tuition Fee (before Deduction of Subsidy)
and the Change in Average Annual Tuition Fee for the Cohort Admitted
in the 2015/16 Academic Year**

Programmes	Institutions	Actual intakes (including subsidised and self-financing places)	Number of subsidised places	Average annual tuition fee (before deduction of subsidy) (\$)	Change in average annual tuition fee (%)
Bachelor of Architecture (Honours)	Chu Hai College of Higher Education	20	40	69,333	5.30
Bachelor of Business Administration (Honours) in Supply Chain Management	Hang Seng Management College	91	70	77,250	4.60
Bachelor of Fine Arts with Honours in Animation and Visual Effects	The Open University of Hong Kong	84	80	90,000	59.70
Bachelor of Nursing with Honours in General Health Care		205	150	111,800	78.10
Bachelor of Nursing with Honours in Mental Health Care		115	70	111,800	78.10
Bachelor of Science with Honours in Testing and Certification		116	50	90,000	48.00
Bachelor of Health Science (Honours) – Major in Nursing	Tung Wah College	200	200	108,280	9.60
Bachelor of Arts (Honours) in Fashion Design	Technological and Higher Education Institute of Hong Kong, Vocational Training Council	70	60	87,533	4.00
Bachelor of Arts (Honours) in Product Design		72	60	87,533	4.00
Bachelor of Arts (Honours) in Culinary Arts and Management		34	30	87,533	4.00
Bachelor of Arts (Honours) in Landscape Architecture		55	10	87,533	4.00
Bachelor of Engineering (Honours) in Civil Engineering		122	60	87,533	4.00
Bachelor of Engineering (Honours) in Environmental Engineering and Management		68	60	87,533	4.00

**List of Selected Programmes, Relevant Institutions, Actual Intakes,
Number of Subsidised Places, Average Annual Tuition Fee (before Deduction of Subsidy)
and the Change in Average Annual Tuition Fee for the Cohort Admitted
in the 2016/17 Academic Year**

Programmes	Institutions	Actual intakes (including subsidised and self-financing places)	Number of subsidised places	Average annual tuition fee (before deduction of subsidy) (\$)	Change in average annual tuition fee (%)
Bachelor of Nursing (Honours)	Caritas Institute of Higher Education	200	60	101,640	8.07
Bachelor of Science (Honours) in Architecture	Chu Hai College of Higher Education	33	40	71,500	4.33
Bachelor of Business Administration (Honours) in Supply Chain Management	Hang Seng Management College	125	70	79,800	3.30
Bachelor of Fine Arts with Honours in Animation and Visual Effects	The Open University of Hong Kong	96	80	90,000	0
Bachelor of Nursing with Honours in General Health Care		207	150	111,800	0
Bachelor of Nursing with Honours in Mental Health Care		115	70	111,800	0
Bachelor of Science with Honours in Testing and Certification		98	50	90,000	0
Bachelor of Health Science (Honours) – Major in Nursing	Tung Wah College	220	200	109,475	1.10
Bachelor of Arts (Honours) in Fashion Design	Technological and Higher Education Institute of Hong Kong, Vocational Training Council	52	60	91,245	4.24
Bachelor of Arts (Honours) in Product Design		63	60	91,245	4.24
Bachelor of Arts (Honours) in Culinary Arts and Management		43	30	91,245	4.24
Bachelor of Arts (Honours) in Landscape Architecture		29	10	91,245	4.24
Bachelor of Arts (Honours) in Horticulture and Landscape Management		46	30	91,245	4.24
Bachelor of Engineering (Honours) in Civil Engineering		62	60	98,835	12.91
Bachelor of Engineering (Honours) in Environmental Engineering and Management		70	60	91,245	4.24

- End -

CONTROLLING OFFICER'S REPLY**EDB521****(Question Serial No. 3635)**

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

(1) From the 2012/13 to 2016-17 school years, how many non-local programmes were registered or exempted from registration under the Non-local Higher and Professional Education (Regulation) Ordinance? How many institutions and countries are involved?

(2) From the 2012/13 to 2016-17 school years, how many non-local programmes that were previously registered or exempted from registration under the Non-local Higher and Professional Education (Regulation) Ordinance became disqualified? How many institutions and countries are involved?

(3) From the 2012/13 to 2016-17 school years, how many complaints were received by the Education Bureau in respect of the Non-local Higher and Professional Education (Regulation) Ordinance? How many of them were substantiated? What follow-up actions were taken?

Asked by: Hon IP Kin-yuen (Member Question No. 96)

Reply:

(1) The numbers of non-local registered courses and exempted courses, and non-local institutions and countries/regions concerned from 2012/13 to 2016/17 academic years are set out below:

	Academic Year									
	2012/13		2013/14		2014/15		2015/16		2016/17 ^{Note 1}	
	Registered Course	Exempted Course	Registered Course	Exempted Course	Registered Course	Exempted Course	Registered Course	Exempted Course	Registered Course	Exempted Course
Number of Registered/ Exempted Courses (as at 31 August)	461	693	466	722	450	727	444	701	438 ^{Note 1}	665 ^{Note 1}
Number of Non-local Institutions	126	67	127	71	115	70	111	72	112	64
Number of Countries/ Regions	12	7	12	7	11	7	12	6	12	6

Note 1: Information up to 28 February 2017.

(2) The numbers of non-local courses having registration/exemption cancelled, and non-local institutions and countries/regions concerned from 2012/13 to 2016/17 academic years are set out below:

	Academic Year									
	2012/13		2013/14		2014/15		2015/16		2016/17 ^{Note1}	
	Registered Course	Exempted Course	Registered Course	Exempted Course	Registered Course	Exempted Course	Registered Course	Exempted Course	Registered Course	Exempted Course
Number of Courses Cancelled <small>Note2</small>	53	60	36	17	65	38	53	58	30	43
Number of Non-local Institutions	33	25	24	7	32	14	30	19	15	16
Number of Countries/Regions	4	5	6	2	7	3	5	3	4	4

Note 1: Information up to 28 February 2017.

Note 2: The request for cancellation of all the courses was initiated by the operators or non-local institutions, except one case which was initiated by EDB in 2016/17 when the non-local institution no longer met the registration criterion of being a recognised institution.

(3) The number of complaints received concerning the Non-local Higher and Professional Education (Regulation) Ordinance, Cap. 493 (the Ordinance) and the results of investigation and follow up actions are listed below:

	Academic Year									
	2012/13		2013/14		2014/15		2015/16		2016/17 ^{Note1}	
Number of complaints received	5		4		4		4		0	
Results and Follow-up actions	Number of cases	Results and Action <small>Note2</small>	Number of cases	Results and Action <small>Note2</small>	Number of cases	Results and Action <small>Note2</small>	Number of cases	Results and Action <small>Note2</small>	Number of cases	Results and Action <small>Note2</small>
	2	A	1	A	2	A	1	C		
	1	C	1	B	1	B	2	F		
	2	D	1	C	1	F	1	G		
			1	E						

Note 1: Information up to 28 February 2017.

Note 2: Explanations to the classifications are as follows:

- A: The complaints were found substantiated and the operators concerned were issued with reminders to follow the necessary requirements.
- B: The complaints were found not substantiated.
- C: The complainants withdrew the complaints or could not be contacted for necessary information.
- D: The complaints were found substantiated and the operators concerned were issued with warnings that prosecution might be initiated without any notice if further violation of the Ordinance was found.
- E: The complaint was found substantiated and prosecution was made.
- F: The complaints were referred to enforcement department for actions.
- G: The complaint concerned a case that happened almost 10 years ago. Since the prosecution time limit as stated under the Ordinance had expired, no action could be taken.

- End -

CONTROLLING OFFICER'S REPLY

EDB522

(Question Serial No. 3636)

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 a breakdown by department and programme the intakes and actual intakes of funded degree and sub-degree programmes offered by the University Grants Committee (UGC)-funded institutions in the past 5 years (i.e. 2012/13 to 2016/17 academic years).
2. Please provide a breakdown by department and programme the intakes and actual intakes of self-financing degree and sub-degree programmes offered by the self-financing operations of UGC-funded institutions in the past 5 years (i.e. 2012/13 to 2016/17 academic years).
3. Please provide a breakdown by department and programme the intakes and actual intakes of self-financing degree and sub-degree programmes offered by self-financing institutions (under non-UGC-funded institutions) in the past 5 years (i.e. 2012/13 to 2016/17 academic years).

Asked by: Hon IP Kin-yuen (Member Question No. 97)

Reply:

1
The approved student number targets and student enrolment of the University Grants Committee (UGC)-funded sub-degree and undergraduate programmes by university and broad academic programme category (APC) for the 2012/13 to 2016/17 academic years are at **Annex A and B**. There is no breakdown by department or programme.

2 & 3

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 2012/13 to 2016/17 academic years offered by the self-financing operations of UGC-funded institutions is set out at **Annex C** and those offered by non-UGC-funded institutions is set out at **Annex D**. We do not have breakdown by department or programme.

**Approved Student Number Targets and Student Enrolment of UGC-funded Sub-degree Programmes
by University and Broad Academic Programme Category,
from the 2012/13 to 2016/17 Academic Years**

(full-time equivalent)

Academic Year	University	Broad Academic Programme Category	Approved Student Number Targets	Student Enrolment
2012/13	CityU	Engineering and Technology	841	968
		Social Sciences	40	48
		Arts and Humanities	40	36
		Sub-total	921	1 052
	EdUHK	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
	EdUHK	Sciences	35	56
		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
	EdUHK	Sciences	33	56
		Social Sciences	5	3
		Arts and Humanities	67	48

Academic Year	University	Broad Academic Programme Category	Approved Student Number Targets	Student Enrolment
	PolyU	Education	1 007	657
		Sub-total	1 113	763
		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	CityU	Engineering and Technology	841	913
		Sub-total	841	913
	EdUHK	Sciences	30	55
		Social Sciences	3	8
		Arts and Humanities	58	73
		Education	1 022	792
		Sub-total	1 113	928
	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	4 072
2016/17 (provisional)	CityU	Engineering and Technology	841	903
		Sub-total	841	903
	EdUHK	Sciences	35	36
		Social Sciences	2	11
		Arts and Humanities	17	83
		Education	990	858
		Sub-total	1 044	989
	PolyU	Sciences	255	313
		Engineering and Technology	1 093	1 337
		Business and Management	232	322
		Arts and Humanities	134	161
		Sub-total	1 713	2 133
	Total		3 598	4 025

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. '-' denotes nil.

3. Abbreviations:

CityU	City University of Hong Kong
EdUHK	The Education University of Hong Kong
PolyU	The Hong Kong Polytechnic University

**Approved Student Number Targets and Student Enrolment of UGC-funded
Undergraduate Programmes by University and Broad Academic Programme Category,
from the 2012/13 to 2016/17 Academic Years**

(full-time equivalent)

Academic year	University	Broad Academic Programme Category	Approved Student Number Targets	Student Enrolment
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
	EdUHK	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

Academic year	University	Broad Academic Programme Category	Approved Student Number Targets	Student Enrolment
	HKU	Sub-total	7 655	8 608
		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
	EdUHK	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

Academic year	University	Broad Academic Programme Category	Approved Student Number Targets	Student Enrolment
		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
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
	EdUHK	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

Academic year	University	Broad Academic Programme Category	Approved Student Number Targets	Student Enrolment
		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
		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	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
	EdUHK	Sciences	433	464
		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	4 644
	PolyU	Medicine, Dentistry and Health	2 800	2 810

Academic year	University	Broad Academic Programme Category	Approved Student Number Targets	Student Enrolment
		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	81 732
2016/17 (provisional)	CityU	Medicine, Dentistry and Health	100	102
		Sciences	1 887	2 035
		Engineering and Technology	2 291	2 463
		Business and Management	3 490	3 982
		Social Sciences	2 018	2 259
		Arts and Humanities	1 384	1 582
		Sub-total	11 170	12 424
	HKBU	Medicine, Dentistry and Health	240	282
		Sciences	1 005	1 095
		Business and Management	1 156	1 186
		Social Sciences	1 706	1 884
		Arts and Humanities	1 415	1 663
		Education	434	477
		Sub-total	5 956	6 587
	LU	Business and Management	795	874
		Social Sciences	566	583
		Arts and Humanities	1 089	1 138
		Sub-total	2 450	2 595
	CUHK	Medicine, Dentistry and Health	3 131	3 166
		Sciences	2 609	3 065
		Engineering and Technology	1 958	1 953
		Business and Management	2 386	3 044
		Social Sciences	2 347	2 787
		Arts and Humanities	1 872	2 177
		Education	382	378
		Sub-total	14 684	16 571
	EdUHK	Sciences	350	438
		Business and Management	27	37
		Social Sciences	450	378
		Arts and Humanities	1 476	1 769

Academic year	University	Broad Academic Programme Category	Approved Student Number Targets	Student Enrolment
		Education	1 878	2 104
		Sub-total	4 181	4 726
	PolyU	Medicine, Dentistry and Health	2 943	2 881
		Sciences	1 382	1 721
		Engineering and Technology	3 494	4 297
		Business and Management	2 984	3 960
		Social Sciences	378	460
		Arts and Humanities	1 389	1 487
		Sub-total	12 569	14 806
	HKUST	Sciences	2 247	2 634
		Engineering and Technology	2 571	3 030
		Business and Management	2 520	2 892
		Social Sciences	489	537
		Arts and Humanities	98	111
		Sub-total	7 924	9 204
	HKU	Medicine, Dentistry and Health	3 227	3 270
		Sciences	2 001	2 497
		Engineering and Technology	2 550	2 998
		Business and Management	1 106	1 712
		Social Sciences	2 598	3 303
		Arts and Humanities	1 730	1 873
		Education	474	493
		Sub-total	13 685	16 145
	Total		72 619	83 058

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 universities admitted two cohorts of undergraduate students under the old and new academic structures in the 2012/13 academic years.
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
EdUHK	The Education University of Hong Kong
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 from the 2012/13 to 2016/17 Academic Years**

Institution	2012/13 Academic Year				2013/14 Academic Year				2014/15 Academic Year				2015/16 Academic Year				2016/17 Academic Year			
	Estimated Intakes				Estimated Intakes				Estimated Intakes				Estimated Intakes				Estimated Intakes			
	Sub-degree ^[1]	First-year-first-degree	Top-up Degree	Total	Sub-degree	First-year-first-degree	Top-up Degree	Total	Sub-degree	First-year-first-degree	Top-up Degree	Total	Sub-degree	First-year-first-degree	Top-up Degree	Total	Sub-degree	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	3 525	-	1 142	4 667	3 500	-	1 634	5 134	3 600	-	1 848	5 448	2 500	-	1 930	4 430	2 900	380	1 615	4 895
Hong Kong Baptist University and its School of Continuing Education and College of International Education	3 090	-	630	3 720	2 055	-	730	2 785	1 957	120	900	2 977	1 993	120	1 450	3 563	1 993	120	1 365	3 478
Lingnan University and its Community College at Lingnan University and Lingnan Institute of Further Education	2 880	-	-	2 880	2 000	-	-	2 000	1 665	-	-	1 665	680	-	-	680	650	-	-	650
School of Continuing and Professional Studies, The Chinese University of Hong Kong	1 420	-	185	1 605	1 650	-	270	1 920	1 500	-	415	1 915	1 400	-	455	1 855	1 210	-	455	1 665
The Education University of Hong Kong	285	271	104	660	250	355	112	717	226	380	139	745	126	379	139	644	-	334	140	474
The Hong Kong Polytechnic University and its School of Professional Education and Executive Development and Hong Kong Community College	4 500	-	1 725	6 225	4 000	-	1 877	5 877	4 000	-	2 230	6 230	3 640	-	2 065	5 705	3 675	-	2 158	5 833
The Hong Kong University of Science and Technology	-	-	-	-	-	-	-	-	-	45	-	45	-	45	-	45	-	45	-	45
The University of Hong Kong - HKU SPACE & HKU SPACE Community College	3 901	-	55	3 956	4 220	35	185	4 440	4 220	50	292	4 562	3 500	120	731	4 351	2 800	85	507	3 392

Notes:

[1] Includes sub-degree programmes provided under the old academic structure.

“-” Denotes no relevant programmes were offered.

The figures are based on institutions' estimates for planning purpose and do not necessarily mean the maximum approved intakes.

**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 2012/13 to 2016/17 Academic Years**

Institution	2012/13 Academic Year				2013/14 Academic Year				2014/15 Academic Year				2015/16 Academic Year				2016/17 Academic Year			
	Actual Intakes				Actual Intakes				Actual Intakes				Actual Intakes				Actual Intakes ^[1]			
	Sub-degree ^[2]	First-year-first-degree	Top-up Degree	Total	Sub-degree	First-year-first-degree	Top-up Degree	Total	Sub-degree	First-year-first-degree	Top-up Degree	Total	Sub-degree	First-year-first-degree	Top-up Degree	Total	Sub-degree	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	3 611	-	1 132	4 743	3 370	-	1 673	5 043	2 457	-	1 794	4 251	3 299	-	1 110	4 409	3 392	236	688	4 316
Hong Kong Baptist University and its School of Continuing Education and College of International Education	2 853	-	672	3 525	1 750	-	693	2 443	1 861	132	982	2 975	1 888	126	950	2 964	1 874	137	898	2 909
Lingnan University and its Community College at Lingnan University and Lingnan Institute of Further Education	3 514	-	-	3 514	1 333	-	-	1 333	601	-	-	601	499	-	-	499	475	-	-	475
School of Continuing and Professional Studies, The Chinese University of Hong Kong	1 410	-	163	1 573	979	-	295	1 274	1 171	-	387	1 558	1 074	-	220	1 294	957	-	137	1 094
The Education University of Hong Kong	333	295	119	747	181	350	109	640	212	358	126	696	115	288	131	534	-	284	125	409
The Hong Kong Polytechnic University and its School of Professional Education and Executive Development and Hong Kong Community College	4 704	-	1 746	6 450	3 810	-	1 776	5 586	3 591	-	2 133	5 724	3 713	-	1 806	5 519	4 224	-	1 701	5 925
The Hong Kong University of Science and Technology	-	-	-	-	-	-	-	-	-	41	-	41	-	48	-	48	-	56	-	56
The University of Hong Kong - HKU SPACE & HKU SPACE Community College	5 181	-	39	5 220	2 532	57	230	2 819	2 911	71	349	3 331	2 719	60	486	3 265	2 932	50	315	3 297

Notes:

[1] Provisional figures as at late October 2016. The final actual intakes may vary.

[2] Includes 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 2012/13 to 2016/17 Academic Years**

Institution	2012/13 Academic Year				2013/14 Academic Year				2014/15 Academic Year				2015/16 Academic Year				2016/17 Academic Year			
	Estimated Intakes				Estimated Intakes				Estimated Intakes				Estimated Intakes				Estimated Intakes			
	Sub-degree ^[1]	First-year-first-degree	Top-up Degree	Total	Sub-degree	First-year-first-degree	Top-up Degree	Total	Sub-degree	First-year-first-degree	Top-up Degree	Total	Sub-degree	First-year-first-degree ^[2]	Top-up Degree	Total	Sub-degree	First-Year-First-Degree ^[2]	Top-up Degree	Total
Caritas Bianchi College of Careers	340	-	-	340	400	-	-	400	290	-	-	290	270	-	-	270	185	-	-	185
Caritas Institute of Community Education	-	-	-	-	-	-	-	-	60	-	-	60	296	-	-	296	132	-	-	132
Caritas Institute of Higher Education	360	480	80	920	400	360	30	790	340	660	200	1 200	300	360	345	1 005	195	330	325	850
Centennial College	-	400	320	720	-	240	320	560	-	320	320	640	-	440	320	760	-	440	320	760
Chu Hai College of Higher Education	-	1 450	-	1 450	-	725	-	725	-	880	-	880	-	1 030	-	1 030	-	1 040	-	1 040
Gratia Christian College	-	-	-	-	-	-	-	-	-	-	-	-	-	180	-	180	-	180	-	180
Hang Seng Management College	200	1 295	130	1 625	140	801	69	1 010	140	1 513	99	1 752	-	1 282	215	1 497	-	1 300	260	1 560
HKCT Institute of Higher Education	-	-	-	-	-	-	-	-	-	20	20	40	-	25	25	50	-	15	25	40
HKU SPACE Po Leung Kuk Stanley Ho Community College	1 591	-	-	1 591	2 040	-	-	2 040	2 000	-	-	2 000	1 900	-	-	1 900	1 960	-	-	1 960
Hong Kong Adventist College	40	-	-	40	40	-	-	40	-	-	-	-	-	-	-	-	-	-	-	-
Hong Kong Art School ^[3]	55	65	-	120	55	65	-	120	80	65	-	145	80	65	-	145	-	-	-	-
Hong Kong College of Technology	945	-	-	945	1 030	-	-	1 030	1 005	-	-	1 005	375	-	-	375	275	-	-	275
Hong Kong Institute of Technology	460	140	90	690	662	210	130	1 002	300	250	170	720	300	100	191	591	200	150	191	541
Hong Kong Nang Yan College of Higher Education	300	-	-	300	300	-	-	300	90	120	40	250	90	120	80	290	60	180	100	340
Hong Kong Shue Yan University	-	1 314	-	1 314	-	1 500	-	1 500	-	1 323	-	1 323	-	1 283	-	1 283	-	1 245	-	1 245
Kaplan Business and Accountancy School	160	-	-	160	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Pui Ching Academy	120	-	-	120	150	-	-	150	260	-	-	260	-	-	-	-	-	-	-	-
Sacred Heart Canossian College of Commerce	160	-	-	160	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SCAD Foundation (Hong Kong) Limited / Savannah College of Art and Design, Inc.	-	228	-	228	-	175	-	175	-	225	-	225	-	300	-	300	-	300	-	300
The Open University of Hong Kong and Li Ka Shing Institute of Professional and Continuing Education	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	1 080	1 710	1 050	3 840
Tung Wah College	250	710	205	1 165	300	710	205	1 215	200	710	305	1 215	150	710	305	1 165	310	660	320	1 290
Vocational Training Council	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	2 610	1 010	2 978	6 598
Yew Chung Community College	220	-	-	220	420	-	-	420	180	-	-	180	120	-	-	120	120	-	-	120
YMCA College of Careers	105	-	-	105	40	-	-	40	90	-	-	90	90	-	-	90	80	-	-	80

Notes:

[1] Includes 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.

The figures are based on institutions' estimates for planning purpose and do not necessarily mean the maximum approved intakes.

**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 2012/13 to 2016/17 Academic Years**

Institution	2012/13 Academic Year				2013/14 Academic Year				2014/15 Academic Year				2015/16 Academic Year				2016/17 Academic Year			
	Actual Intakes				Actual Intakes				Actual Intakes				Actual Intakes				Actual Intakes ^[1]			
	Sub-degree ^[2]	First-year-first-degree	Top-up Degree	Total	Sub-degree	First-year-first-degree	Top-up Degree	Total	Sub-degree	First-year-first-degree	Top-up Degree	Total	Sub-degree	First-year-first-degree ^[3]	Top-up Degree	Total	Sub-degree	First-year-first-degree ^[3]	Top-up Degree	Total
Caritas Bianchi College of Careers	179	-	-	179	215	-	-	215	191	-	-	191	162	-	-	162	128	-	-	128
Caritas Institute of Community Education	-	-	-	-	-	-	-	-	36	-	-	36	88	-	-	88	92	-	-	92
Caritas Institute of Higher Education	180	60	43	283	216	73	64	353	207	307	130	644	174	283	121	578	158	277	105	540
Centennial College	-	231	54	285	-	154	77	231	-	105	119	224	-	75	62	137	-	25	10	35
Chu Hai College of Higher Education	-	852	-	852	-	309	-	309	-	381	-	381	-	169	-	169	-	166	-	166
Gratia Christian College	-	-	-	-	-	-	-	-	-	-	-	-	-	51	-	51	-	18	-	18
Hang Seng Management College	318	1 636	121	2 075	106	755	65	926	85	1 479	89	1 653	-	1 071	136	1 207	-	1 174	251	1 425
HKCT Institute of Higher Education	-	-	-	-	-	-	-	-	-	@	@	@	-	-	8	8	-	@	@	@
HKU SPACE Po Leung Kuk Stanley Ho Community College	2 824	-	-	2 824	992	-	-	992	1 252	-	-	1 252	1 177	-	-	1 177	1 002	-	-	1 002
Hong Kong Adventist College ^[4]	1	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hong Kong Art School	93	68	-	161	54	42	-	96	60	61	-	121	42	36	-	78	72	114	-	186
Hong Kong College of Technology	206	-	-	206	336	-	-	336	268	-	-	268	207	-	-	207	216	-	-	216
Hong Kong Institute of Technology	476	51	62	589	587	71	127	785	230	193	248	671	215	13	138	366	221	60	119	400
Hong Kong Nang Yan College of Higher Education	12	-	-	12	20	-	-	20	5	8	15	28	12	25	13	50	0	12	12	24
Hong Kong Shue Yan University	-	1 354	-	1 354	-	1 495	-	1 495	-	1 262	-	1 262	-	1 337	-	1 337	0	817	-	817
Kaplan Business and Accountancy School	14	-	-	14	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Pui Ching Academy ^[5]	-	-	-	-	3	-	-	3	-	-	-	-	-	-	-	-	-	-	-	-
Sacred Heart Canossian College of Commerce	116	-	-	116	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SCAD Foundation (Hong Kong) Limited / Savannah College of Art and Design, Inc.	-	155	-	155	-	178	-	178	-	129	-	129	-	115	-	115	-	119	-	119
The Open University of Hong Kong and Li Ka Shing Institute of Professional and Continuing Education	495	1 481	951	2 927	626	264	920	1 810	856	1 779	1 341	3 976	1 018	1 880	1 394	4 292	860	1 639	1 434	3 933
Tung Wah College	274	464	112	850	231	475	165	871	78	394	181	653	107	363	118	588	236	350	129	715
Vocational Training Council	3 695	268	920	4 883	3 662	522	1 227	5 411	3 570	494	2 594	6 658	3 002	761	2 043	5 806	2 450	641	2 020	5 111
Yew Chung Community College	56	-	-	56	44	-	-	44	84	-	-	84	107	-	-	107	108	-	-	108
YMCA College of Careers	48	-	-	48	23	-	-	23	32	-	-	32	37	-	-	37	32	-	-	32

Notes:

- [1] Provisional figures as at late October 2016. The final actual intakes may vary.
 [2] Includes 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.

- End -

CONTROLLING OFFICER'S REPLY**EDB523****(Question Serial No. 3639)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) 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 2012/13 to 2016/17;
- (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 2016/17;
- (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 7 areas of studies from 2012/13 to 2016/17; 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 2012/13 to 2016/17.

Asked by: Hon IP Kin-yuen (Member Question No. 100)

Reply:

(a) The Senior Secondary Applied Learning (ApL) has been implemented since the 2010/11 school year. The Education Bureau supports schools through providing an 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 the Diversity Learning Grant and the 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. As stated in the 2016 Policy Address, the Government has accepted all the recommendations of the Task Force on Promotion of Vocational Education. To this end, full subsidy has been provided for students to take ApL courses effective from the 2016/17 school year. The amount of Diversity Learning Grant and the amount of Student Grant for ApL(C) from the 2012/13 to 2016/17 school year are as follows:

School Year	2012/13	2013/14	2014/15	2015/16	2016/17
Diversity Learning Grant (\$ million)	49	51	50	48	64
Student Grant for ApL(C) (\$ million)	NA	NA	2	4	7

(b) Each cohort of ApL courses lasts for 2 years and ApL(C) courses lasts for 3 years. From the 2012/13 to 2016/17 school year, 6 cohorts of ApL courses (2011-13, 2012-14, 2013-15, 2014-16, 2015-17 and 2016-18 cohorts) have been offered to students. The number of schools offering 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	2016-18
No. of schools offering Senior Secondary ApL courses	298	318	315	316	327	339
No. of courses offered	35	35	37	36	40	36
No. of student applications (Note: in general, 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	8 609
No. of students taking ApL courses	6 061	5 782	5 047	4 791	4 506	4 992

The amount of subsidy (Diversity Learning Grant and Student Grant for ApL(C)) provided by the Government from the 2012/13 to 2016/17 school year is as follows:

School Year	2012/13	2013/14	2014/15	2015/16	2016/17
Diversity Learning Grant (\$ million)	49	51	50	48	64
Student Grant for ApL(C)) (\$ million)	NA	NA	2	4	7

(c) The breakdown of the number of schools offering ApL courses and the student applications for each of the course clusters under 6 areas of studies and ApL(C) from the 2012/13 to 2016/17 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	2016-18 Cohort
Creative Studies	Design Studies	156	167	145	162	153	162
	Media Arts	104	107	105	118	122	98
	Performing Arts	81	71	75	68	72	107
Media and Communication	Films, TV and Broadcasting Studies	60	65	67	59	90	66
	Media Production and Public Relations	103	112	79	68	15	25
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	48
	Business Studies	100	88	57	58	42	52
	Clientele Management	46	41	30	11	NA (Cluster not provided)	NA (Cluster not provided)
	Legal Studies	33	34	28	27	29	39

Services	Food Services and Management	NA (Cluster not yet provided)	NA (Cluster not yet provided)	NA (Cluster not yet provided)	158	220	216
	Hospitality Services	222	248	241	155	136	146
	Event Management	40	42	23	NA (Cluster not provided)	NA (Cluster not provided)	NA (Cluster not provided)
	Personal and Community Services	162	162	167	147	162	170
Applied Science	Medical Science and Health Care	143	155	147	136	133	185
	Psychology	86	113	105	97	107	135
	Sports	72	72	70	83	76	110
Engineering and Production	Civil and Mechanical Engineering	46	44	48	42	NA (Cluster not provided)	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	67
	Information Engineering	NA (Cluster not yet provided)	NA (Cluster not yet provided)	58	43	47	41
	Services Engineering	121	131	132	139	143	141
Applied Learning Chinese (for non-Chinese speaking students)		NA	NA	NA	NA	14	23
Total number of schools offering ApL courses		298	318	315	316	327	339

Number of applications:

Area of studies	Course Clusters	2011-13 Cohort	2012-14 Cohort	2013-15 Cohort	2014-16 Cohort	2015-17 Cohort	2016-18 Cohort
Creative Studies	Design Studies	1 122	839	678	631	580	689
	Media Arts	402	426	369	440	413	364
	Performing Arts	433	351	324	308	302	413
Media and Communication	Films, TV and Broadcasting Studies	432	425	395	316	301	238
	Media Production and Public Relations	352	339	218	156	31	72

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	139
	Business Studies	577	435	255	213	136	170
	Clientele Management	219	190	172	64	NA (Cluster not provided)	NA (Cluster not provided)
	Legal Studies	98	88	70	70	89	92
Services	Food Services and Management	NA (Cluster not yet provided)	NA (Cluster not yet provided)	NA (Cluster not yet provided)	2 177	1 702	2 061
	Hospitality Services	3 170	3 466	2 724	913	816	684
	Event Management	121	152	77	NA (Cluster not provided)	NA (Cluster not provided)	NA (Cluster not provided)
	Personal and Community Services	932	906	1 029	661	615	689
Applied Science	Medical Science and Health Care	771	850	667	463	396	794
	Psychology	590	672	477	400	443	585
	Sports	236	342	242	287	315	441
Engineering and Production	Civil and Mechanical Engineering	169	153	160	143	NA (Cluster not provided)	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	260
	Information Engineering	NA (Cluster not yet provided)	NA (Cluster not yet provided)	166	109	125	77
	Services Engineering	515	620	626	735	572	662
Applied Learning Chinese (for non-Chinese speaking students)		NA	NA	NA	NA	189	179
Total number of applications		10 139	10 254	8 649	8 086	7 320	8 609

(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 the 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 2012/13 to 2016/17 is summarised below:

Expenditure for 2012/13 (\$ million)	Expenditure for 2013/14 (\$ million)	Expenditure for 2014/15 (\$ million)	Expenditure for 2015/16 (\$ million)	Expenditure for 2016/17 (\$ million)
0.73	0.37	0.02	0.29	0.26

- End -

CONTROLLING OFFICER'S REPLY

EDB524

(Question Serial No. 3640)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (3) Primary Education, (4) 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 information for the past 5 years (2012/13 to 2016/17 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. 101)

Reply:

(a) and (b)

All schools are requested to adopt the Whole School Approach to support students with special educational needs (SEN) through the 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 public sector 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 (2012/13 to 2016/17 school years) is set out at Appendix 1. 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. Based on the Learning Support Grant (LSG) data, the distribution of public sector mainstream primary and secondary schools eligible for LSG by range of number of students with SEN requiring tier-2 and tier-3 support from the 2012/13 to 2016/17 school years is set out at Appendix 2.

The percentage share of students with SEN in the total number of students with SEN by SEN types in the same period is tabulated at Appendix 3.

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 2012/13 to 2016/17 school years is as follows:

School Year	2012/13	2013/14	2014/15	2015/16	2016/17 (Revised Estimate)
Expenditure (\$ million)	1,009	1,075	1,222	1,310	1,417

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 2012/13 to 2016/17 school years is as follows:

Course	2012/13 (Actual)		2013/14 (Actual)		2014/15 (Actual)		2015/16 (Actual)		2016/17 (Provisional)	
	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary
Basic	120	339	215	356	215	295	221	364	255	445
Advanced	89	152	92	141	74	86	109	147	105	183
Thematic	144	222	200	281	152	316	201	250	173	294

The expenditure on the BAT courses from the 2012/13 to 2016/17 school years is as follows:

Course	Expenditure (\$ million)				
	2012/13 (Actual)	2013/14 (Actual)	2014/15 (Actual)	2015/16 (Actual)	2016/17 (Revised Estimate)
Basic	6.3	7.9	7.3	8.3	10.0
Advanced	11.0	10.7	7.8	12.6	14.3
Thematic	18.4	24.5	24.4	24.2	25.0
TOTAL	35.7	43.1	39.5	45.1	49.3

**Number of students with SEN studying in
public sector mainstream primary and secondary schools from the 2012/13 to 2016/17 school years** (Note 1)

Specific Learning Difficulties	P1 (Note 2)	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2012/13	20	533	1 645	1 943	2 084	2 163	2 267	1 822	1 792	1 344	1 041	779
2013/14	18	437	1 770	1 862	1 984	2 115	2 297	2 141	1 810	1 601	1 105	934
2014/15	13	318	1 806	2 047	1 892	2 013	2 259	2 214	2 102	1 639	1 322	982
2015/16	8	285	1 920	2 101	2 133	1 918	2 198	2 137	2 210	1 882	1 386	1 203
2016/17	2	206	2 142	2 231	2 136	2 144	2 155	2 064	2 121	2 011	1 599	1 309

Intellectual Disability	P1 (Note 2)	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2012/13	67	88	113	181	161	154	149	168	195	153	164	103
2013/14	97	88	98	130	181	157	183	137	175	161	125	145
2014/15	76	120	126	103	134	181	180	182	152	145	130	116
2015/16	87	89	140	122	95	130	219	168	181	117	121	122
2016/17	86	119	107	130	124	105	169	199	167	151	109	112

Autism Spectrum Disorders	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2012/13	496	542	487	469	425	417	294	258	245	208	179	123
2013/14	547	662	624	533	502	444	396	345	298	246	199	179
2014/15	571	684	746	694	574	532	435	442	371	314	233	190
2015/16	633	803	816	814	750	604	495	471	497	384	309	227
2016/17	683	841	943	894	874	784	588	533	509	490	376	306

Attention Deficit / Hyperactivity Disorder	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2012/13	57	186	414	535	634	628	577	567	486	362	228	113
2013/14	45	200	508	648	700	751	710	709	589	482	320	204
2014/15	77	207	515	807	853	811	847	797	736	552	418	291
2015/16	133	260	605	827	1 023	1 005	938	983	846	716	486	381
2016/17	159	311	675	967	1 068	1 169	1 114	1 094	1 008	801	615	461

Physical Disability	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2012/13	13	23	22	15	22	31	33	42	45	41	47	38
2013/14	12	18	23	25	16	21	32	37	43	46	33	44
2014/15	12	16	21	23	26	16	18	33	47	46	38	34
2015/16	18	15	15	17	25	26	18	21	36	47	38	34
2016/17	12	27	16	19	16	24	26	18	23	41	44	38

Visual Impairment	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2012/13	2	3	5	7	4	11	8	18	19	21	19	13
2013/14	4	5	3	5	7	4	12	12	19	18	20	19
2014/15	6	5	5	3	5	7	3	14	13	24	19	20
2015/16	7	8	6	5	3	5	8	3	16	13	23	19
2016/17	1	8	8	7	4	1	7	9	11	18	12	21

Hearing Impairment	P1	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2012/13	35	34	42	48	49	57	66	58	72	63	80	79
2013/14	38	36	43	44	51	52	60	68	55	76	58	83
2014/15	44	46	38	46	44	56	57	69	71	63	69	54
2015/16	36	49	59	46	44	45	63	58	72	74	59	68
2016/17	46	43	53	62	50	42	42	58	59	71	65	56

Speech & Language Impairment	P1 (Note 2)	P2	P3	P4	P5	P6	S1	S2	S3	S4	S5	S6
2012/13	30	890	445	268	189	117	73	39	22	22	21	13
2013/14	36	815	447	271	178	130	65	41	40	19	18	24
2014/15	17	916	440	261	146	112	70	48	47	23	29	23
2015/16	31	772	585	361	209	141	107	36	51	49	31	26
2016/17	18	872	601	469	337	220	135	74	58	37	22	28

Note:

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

Table 1

**Distribution of public sector mainstream primary and secondary schools eligible for the Learning Support Grant (LSG)
by range of number of students with Special Educational Needs (SEN) requiring tier-2 support from the 2012/13 to 2016/17 school years**

Range of students with SEN requiring tier-2 support	No. of schools									
	2012/13		2013/14		2014/15		2015/16		2016/17	
	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary
0	0	32	1	17	1	7	0	2	1	2
1-10	23	115	18	107	15	92	15	81	11	57
11-20	35	57	35	65	28	72	26	72	26	77
21-30	50	38	53	33	47	41	35	49	26	56
31-40	73	30	62	38	56	27	55	27	47	27
41-50	55	34	66	22	68	31	63	22	62	26
51-60	41	28	44	27	52	31	51	25	62	19
61-70	18	12	16	29	23	17	33	21	37	25
71-80	4	9	3	11	10	21	19	25	22	25
81-90	1	13	3	11	3	16	7	17	9	15
91-100	1	5	0	10	1	8	4	13	8	18
More than 100	0	6	0	12	0	20	2	28	3	35

Table 2

**Distribution of public sector mainstream primary and secondary schools eligible for the Learning Support Grant (LSG)
by range of number of students with Special Educational Needs (SEN) requiring tier-3 support from the 2012/13 to 2016/17 school years**

Range of students with SEN requiring tier-3 support	No. of schools									
	2012/13		2013/14		2014/15		2015/16		2016/17	
	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary
0	38	106	39	90	41	90	42	77	39	72
1-5	243	263	243	281	243	284	253	294	259	295
6-10	13	5	16	7	14	5	10	6	11	8
11-15	4	2	0	2	2	1	1	3	1	4
16-20	0	0	0	0	0	0	1	0	2	1
More than 20	3	3	3	2	4	3	3	2	2	2

**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 2012/13 to 2016/17 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	55.6%	5.4%	13.2%	15.2%	1.2%	0.4%	2.2%	6.8%
2013/14	53.4%	5.0%	14.7%	17.3%	1.1%	0.4%	2.0%	6.2%
2014/15	51.4%	4.6%	16.0%	19.1%	0.9%	0.3%	1.8%	5.9%
2015/16	49.1%	4.0%	17.2%	20.8%	0.8%	0.3%	1.7%	6.1%
2016/17	46.9%	3.7%	18.2%	22.0%	0.7%	0.3%	1.5%	6.7%

Note: The figures denote position as at September of the respective school years.

- End -

CONTROLLING OFFICER'S REPLY

EDB525

(Question Serial No. 3641)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (6) Other Educational Services and Subsidies, (7) Post-secondary, Vocational and Professional Education, (8) 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. 102)

Reply:

1 The information required for expenditure on education is as follows -

	2017-18 Estimate	
	\$ million	as % of GDP
Recurrent public expenditure on education	78,627	3.0
Total public expenditure on education	87,516	3.4

2 The information required for pre-primary education is as follows -

	2017-18 Estimate	
	\$ million	as % of GDP
Recurrent expenditure	5,964	0.23
Total expenditure	5,965	0.23

3 & 4 The information required for primary and secondary education is as follows -

Expenditure

	2017-18 Estimate	
	\$ million	as % of GDP
Primary education		
Recurrent expenditure	17,668	0.68
-- Out of the above recurrent expenditure, funding allocated to various types of schools includes:-		
--- Government primary schools	1,209	
--- Aided primary schools	14,654	
--- English Schools Foundation Junior Schools	92	
--- Primary schools under the Direct Subsidy Scheme	878	
Total expenditure	19,017	0.73

	2017-18 Estimate	
	\$ million	as % of GDP
Secondary education		
Recurrent expenditure	26,162	1.01
-- Out of the above recurrent expenditure, funding allocated to various types of schools includes:-		
--- Government secondary schools	1,592	
--- Aided secondary schools	20,353	
--- Caput schools	95	
--- English Schools Foundation Secondary Schools	172	
--- Secondary schools under the Direct Subsidy Scheme	3,110	
Total expenditure	27,415	1.05

Recurrent expenditure on education for the respective education levels covers recurrent provision 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 2016/17 school year range from \$5,800 to \$192,410 at primary level and from \$48,000 to \$218,200 at secondary level. For schools under DSS, their school fees in the 2016/17 school year are appended in the table below.

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	15	10
\$5,001 – \$10,000	1	6	12
\$10,001 – \$20,000	9	9	10
\$20,001 – \$30,000	5	8	9
\$30,001 – \$50,000	4	13	15
\$50,001 – \$80,000	2	4	3
\$80,001 – \$98,000	0	0	2

* 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

	2017-18 Estimate
Funding allocated to University Grants Committee–funded universities	\$ million 18,513
Financial assistance to students pursuing sub-degree / degree / post-graduate programmes ^φ	
-- Tertiary Student Finance Scheme – Publicly-funded Programmes	
--- sub-degree programmes	241
--- degree programmes	697
--- post-graduate programmes	7
-- Financial Assistance Scheme for Post-secondary Students	
--- sub-degree programmes	442
--- degree programmes	542
Funding allocation for the Study Subsidy Scheme for Designated Professions/ Sectors	203

^φ The financial provision represents projected grants to students in the 2016/17 academic year.

Funding for University Grants Committee (UGC)-funded programmes is subsumed under the block grant to universities without precise requirements as to how it should be spent. Universities 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 and training 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 2017-18, the estimated recurrent subvention to VTC in respect of vocational and professional education is \$2,312 million.

In order to nurture talent to meet Hong Kong's social and economic needs, the Government has launched the Study Subsidy Scheme for Designated Professions/ Sectors (SSSDP) on a pilot basis 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. As announced in the 2017 Policy Address, SSSDP will be regularised from the 2018/19 academic year with an increased number of subsidised places from about 1 000 per cohort to about 3 000. Current students of the designated programmes will also receive the subsidy from the 2018/19 academic year. It is expected that about 13 000 students will benefit from SSSDP each academic year.

Apart from the above, in order to further encourage continuing education, since the 2016/17 academic year the Government has launched 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. The scheme will benefit around 5 600 students in total for three cohorts with an estimated non-recurrent expenditure of \$200 million, including the administrative cost for VTC to implement the scheme.

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 Education University of Hong Kong 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 2017/18 academic year. As regards VTC, the tuition fee for publicly-funded sub-degree programmes for the 2017/18 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 \$20,000 to \$59,030 (after deducting the subsidy) for the 2017/18 academic year.

Self-financing programmes

The average annual tuition fees of full-time locally-accredited self-financing sub-degree and undergraduate programmes for the 2016/17 academic year are appended in the table below. Tuition fee information for the 2017/18 academic year is not yet available.

Institution	Sub-degree \$	Undergraduate \$
Caritas Bianchi College of Careers	56,060 - 62,800	-
Caritas Institute of Community Education	47,250 - 53,250	-
Caritas Institute of Higher Education	56,060 - 60,730	69,105 - 101,640
Centennial College	-	94,000
Chu Hai College of Higher Education	-	71,500
City University of Hong Kong – School of Continuing and Professional Education [#] and Community College of City University	47,250 - 83,900	73,200
Gratia Christian College	-	62,500
Hang Seng Management College	-	79,800
HKCT Institute of Higher Education	-	66,000
HKU SPACE Po Leung Kuk Stanley Ho Community College	55,000	-
Hong Kong Art School [#]	49,500	86,700
Hong Kong Baptist University and its School of Continuing Education and College of International Education	47,250 - 57,000	58,720
Hong Kong College of Technology	49,880 - 56,760	-
Hong Kong Institute of Technology [#]	42,000 - 65,000	58,800
Hong Kong Nang Yan College of Higher Education	41,000	65,000 - 71,000
Hong Kong Shue Yan University	-	60,000
Lingnan University - The Community College at Lingnan University and Lingnan Institute of Further Education	50,000 - 52,500	-
SCAD Foundation (Hong Kong) Limited / Savannah College of Art and Design, Inc. [#]	-	281,014
School of Continuing and Professional Studies, The Chinese University of Hong Kong	48,038 - 72,760	-
The Education University of Hong Kong	-	75,000 - 84,000

Institution	Sub-degree \$	Undergraduate \$
The Hong Kong Polytechnic University - Hong Kong Community College	52,500 - 62,475	-
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	53,700 - 82,575	65,480 - 115,600
The University of Hong Kong - HKU SPACE [#] & HKU SPACE Community College	55,000 - 76,000	53,600
Tung Wah College	54,000 - 88,150	62,250 - 115,600
Vocational Training Council	52,200 - 53,400	71,280 - 92,730
Yew Chung Community College	67,000	-
YMCA College of Careers	45,000 - 49,500	-

"-" Denotes no related programme was offered

Institutions providing locally-accredited non-local first-year-first-degree programmes.

- End -

CONTROLLING OFFICER'S REPLY**EDB526****(Question Serial No. 3642)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) 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 2016-17, the revised estimate for 2016-17 and the estimate for 2017-18, 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. 103)Reply:

Re (1). The expenditures grouped under Programme (8) Policy and Support are operational expenses for formulation of policies and provision of support to the education sector. The estimates for 2016-17 and 2017-18 are:

	2016-17 Original Estimate	2016-17 Revised Estimate	2017-18 Estimate
	\$ million	\$ million	\$ million
Operational expenses for formulation of policies and provision of support to the education sector	1,983.4	1,855.3 (-6.5%)	1,984.4 (+7.0%)

The revised estimate for 2016-17 under Programme (8) Policy and Support is \$128.1 million or 6.5% lower than the original estimate. This is mainly due to the lower than budgeted requirement for operational expenditure and non-recurrent expenditure for various support schemes.

Provision for 2017-18 is \$129.1 million or 7% higher than the revised estimate of 2016-17. This is mainly due to increase in operational expenditure and the higher cash flow requirement for non-recurrent items.

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
<p><u>School-based professional support services (SBSS) for kindergartens, primary, secondary and special schools</u></p> <p>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, facilitating self-directed learning and promotion of Science, Technology, Engineering and Mathematics (STEM) education. 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.</p>	<p>For the school-based support services funded by EDF, a total of \$131.11 million has been earmarked under the Fund for the programmes held / to be held in the 2016/17 school year.</p>
<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>	

Education services / initiatives	Resources implication
<p><u>Assistance in various education reform initiatives</u></p> <p><i>Implementation of new academic structure</i></p> <p>As a crucial part of the education reform that commenced in 2000, the New Academic Structure (NAS) has been implemented in senior secondary (SS) education since September 2009 to provide a broad and balanced curriculum with diversified choices and pathways to cater for students' different interests, abilities and needs. Upon completion of the first SS curriculum and assessment cycle under the NAS in 2012, EDB, the Curriculum Development Council and the Hong Kong Examinations and Assessment Authority jointly conducted the NAS Review with a view to addressing schools' concerns in the implementation process as well as responding to the changes over time in our society and around the world. With the completion of the NAS Review and the announcement of the last batch of recommendations in June 2015, future curriculum renewal will follow the natural development cycle of each subject or curricular area in a regular and continual manner. EDB will continue to support schools through, for example, providing training to 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, in providing quality secondary education for the benefit of students.</p> <p>The NAS has also been implemented in the post-secondary education sector since the 2012/13 academic year. Post-secondary institutions have made necessary curriculum and assessment changes which aim to facilitate students' balanced development and develop among them a broad knowledge base, sound language and generic skills, as well as a propensity for life-long learning. The four-year undergraduate programmes, which comprise 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.</p> <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 2016/17 and 2017/18 school years.</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 (4) Secondary Education and Programme (5) Special Education is about \$266.7 million in 2017-18.</p>

Education services / initiatives	Resources implication
<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. In the light of the successful experience and good foundation of the Pilot Project, a one-off Strengthening School Administration Management (SAM) Grant at \$0.25 million has been provided in 2016 for public sector and Direct Subsidy Scheme schools which had not participated in the Pilot Project before to enable them to initiate improvement measures for enhancing the effectiveness of school administration management and unleashing teachers' capacity. We will continue to enhance the Web-based School Administration and Management System to further strengthen our support to all schools.</p>	<p>A total of \$59.4 million and \$214.25 million have been provided for conducting the Pilot Project and for the provision of SAM Grant respectively under Programme (3) Primary Education, Programme (4) Secondary Education and Programme (5) Special Education in the relevant financial years for conducting the Pilot Project.</p>

- End -

CONTROLLING OFFICER'S REPLY**EDB527****(Question Serial No. 3643)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) 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 2013/14 to 2016/17 school years;
- (b) the respective numbers of social workers, student guidance officers and teachers employed by primary schools with the said grant from the 2013/14 to 2016/17 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 2013/14 to 2016/17 school years and the estimates for the 2017/18 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. 104)

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 2013/14, 2014/15, 2015/16 and 2016/17 school years, 309 (68%), 312 (69%), 317 (70%) and 323 (71%) public sector primary schools are provided with the 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 2013/14, 2014/15 and 2015/16 school years is \$200.4 million, \$211.7 million and \$225.6 million respectively, and is estimated to be about \$239.6 million and \$254.0 million for the 2016/17 and 2017/18 school years respectively.

(d) According to the information provided from school with the provision of SGS Grant, a majority of the student guidance personnel have continued their service in the same school for three years or more. It is thus clear that there is continuity of guidance service in schools. Furthermore, 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 turnover of individual staff members.

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 recognises the diverse needs of different schools and allows schools to have flexibility in resource deployment to meet their identified needs in a specific manner. Nonetheless, EDB will continuously keep in view of schools' need for guidance services and review the resource provision from time to time with consideration to such factors as policy prioritisation and government's affordability.

- End -

CONTROLLING OFFICER'S REPLY

EDB528

(Question Serial No. 3644)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (6) 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 2014/15 to 2016/17 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 2014/15 to 2016/17 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 2014/15 to 2016/17 school years.
- (d) Please provide details of measures by and funding from the Education Bureau for educational support to NCS students from the 2014/15 to 2016/17 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 to 2016/17 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. 105)

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 2014/15 to 2016/17 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 173, 197 and 216 schools are provided with additional recurrent funding in the 2014/15, 2015/16 and 2016/17 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 2014/15 to 2016/17 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 2014/15, 2015/16 and 2016/17 school years is 92.5%, 92.7% and 93.3% respectively.

- (c) As mentioned in (b) above, the so-called “designated schools” system has been abolished since the 2013/14 school year. 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 2014/15 to 2016/17 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 2014/15, 2015/16 and 2016/17 school years is 7.5%, 7.3% and 6.7% respectively.
- (d) The educational support measures for NCS students from the 2014/15 to 2016/17 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 has, based on the research framework drawn up in light of the advice of research and language experts, been collecting and analysing data to evaluate the effectiveness of the support measures for NCS students (including the “Learning Framework”) and will refine them as appropriate.

**Number of non-Chinese speaking (NCS) students
by level and by grade from the 2014/15 to 2016/17 school years**

Level	Grade	2014/15 school year	2015/16 school year	2016/17 school year
Pre-primary (K1 to K3)	K1	4 336	4 470	4 477
	K2	4 401	4 437	4 688
	K3	3 196	3 075	3 075
	K1-K3	11 933	11 982	12 240
Primary (Primary 1 – 6)	P1	1 574	1 583	1 574
	P2	1 533	1 609	1 643
	P3	1 467	1 574	1 617
	P4	1 399	1 461	1 593
	P5	1 353	1 414	1 451
	P6	1 371	1 317	1 388
	P1-P6	8 697	8 958	9 266
Secondary (Secondary 1 – 6)	S1	1 613	1 730	1 648
	S2	1 424	1 547	1 633
	S3	1 493	1 457	1 523
	S4	1 376	1 505	1 454
	S5	1 307	1 324	1 452
	S6	1 011	1 219	1 261
	S1-S6	8 224	8 782	8 971

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. 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 2014/15 to 2016/17 school years**

Grade	2014/15 school year	2015/16 school year	2016/17 school year
P1	1 435	1 420	1 470
P2	1 418	1 480	1 506
P3	1 362	1 484	1 506
P4	1 312	1 367	1 504
P5	1 271	1 334	1 365
P6	1 278	1 245	1 316
P1-P6	8 076	8 330	8 667
S1	1 473	1 601	1 543
S2	1 344	1 448	1 538
S3	1 405	1 381	1 451
S4	1 295	1 418	1 369
S5	1 171	1 180	1 321
S6	895	1 092	1 126
S1-S6	7 583	8 120	8 348

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 2014/15 to 2016/17 school years**

Grade	2014/15 school year	2015/16 school year	2016/17 school year
P1	139	163	104
P2	115	129	137
P3	105	90	111
P4	87	94	89
P5	82	80	86
P6	93	72	72
P1-P6	621	628	599
S1	140	129	105
S2	80	99	95
S3	88	76	72
S4	81	87	85
S5	136	144	131
S6	116	127	135
S1-S6	641	662	623

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 2014/15 to 2016/17 school years**

Support measures	Actual expenditure in the 2014/15 school year \$ million	Actual 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	224.0 Note 1	244.9 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	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	3.9
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	2.6
Student grant for Applied Learning Chinese (for NCS students) starting from the 2014/15 school year	2.3	4.4	6.8

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	2.58
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	2.35	1.72
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 (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	- Note 2 Note 1	0.7 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. For the 2-year USP project from the 2015/16 to 2016/17 school years, the actual expenditure of the 2015/16 school year is \$2.25 million and the estimated expenditure of the 2016/17 and 2017/18 school years is \$5.85 million and \$0.9 million 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

EDB529

(Question Serial No. 3645)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (5) Special Education,
(6) Other Educational Services and Subsidies, (8) 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 category, school district and school sponsoring body, of the number of schools which have 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 setting up IMCs in aided schools from the 2014/15 to 2016/17 school years

Asked by: Hon IP Kin-yuen (Member Question No. 106)

Reply:

As at 1 March 2017, 825 aided schools of 228 school sponsoring bodies (SSBs) have set up their incorporated management committees (IMCs). The percentage of aided IMC schools among all aided schools in the 2014/15, 2015/16 and 2016/17 school years (as at 1 March 2017) is 98.0%, 98.3% and 98.3% respectively. The number of aided IMC schools by district and category in the 2014/15, 2015/16 and 2016/17 school years is at Appendix.

The actual expenditure in 2014-15, 2015-16 and the revised estimated expenditure in 2016-17 for supporting schools to set up their IMCs are \$34.5 million, \$33.1 million and \$25 million respectively.

Number of Aided Schools with an Incorporated Management Committee (IMC) by District and Category

District	2014/15 School Year (as at 31 August 2015)				2015/16 School Year (as at 31 August 2016)				2016/17 School Year (as at 1 March 2017)			
	Secondary School	Primary School	Special School	Total	Secondary School	Primary School	Special School	Total	Secondary School	Primary School	Special School	Total
Central & Western	7	12	0	19	7	12	0	19	7	12	0	19
Eastern	24	21	3	48	22	21	3	46	22	21	3	46
Islands	7	13	1	21	7	13	1	21	7	13	1	21
Kowloon City	26	23	1	50	26	23	1	50	26	25	1	52
Kwai Tsing	31	30	6	67	31	30	6	67	31	30	6	67
Kwun Tong	25	32	4	61	25	32	4	61	25	32	4	61
North	17	27	2	46	17	27	2	46	17	27	2	46
Sai Kung	18	21	3	42	18	21	3	42	18	21	3	42
Sham Shui Po	15	18	7	40	15	18	7	40	15	18	7	40
Sha Tin	36	37	5	78	36	37	5	78	36	37	5	78
Southern	12	9	6	27	13	9	6	28	13	9	6	28
Tai Po	17	17	4	38	17	17	4	38	17	17	4	38
Tsuen Wan	13	19	0	32	13	19	0	32	13	19	0	32
Tuen Mun	36	33	4	73	36	33	4	73	36	33	4	73
Wan Chai	7	12	2	21	9	12	2	23	9	12	2	23
Wong Tai Sin	22	24	5	51	22	25	5	52	22	23	5	50
Yau Tsim Mong	12	17	2	31	12	17	2	31	12	17	2	31
Yuen Long	30	43	5	78	30	43	5	78	30	43	5	78
Total number of Aided IMC Schools	355	408	60	823	356	409	60	825	356	409	60	825

Note: The above table only shows the number of aided IMC schools. There are also 21 DSS schools with an IMC as at 1 March 2017.

- End -

CONTROLLING OFFICER'S REPLY**EDB530****(Question Serial No. 3646)**

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

Regarding the student-to-teacher ratios, please provide the following information:

(a) From the 2012/13 to 2016/17 school years and in the estimate of the 2017/18 school year, what are the reasons for the changes in the student-to-teacher ratios in government and aided primary schools and the expenditure involved?

(b) From the 2012/13 to 2016/17 school years and in the estimate of the 2017/18 school year, what are the reasons for the changes in the student-to-teacher ratios in government and aided secondary schools and the expenditure involved?

Asked by: Hon IP Kin-yuen (Member Question No. 107)

Reply:

(a) The student-to-teacher ratios of public sector primary schools from the 2012/13 to 2016/17 school years as well as the projection of the 2017/18 school year are as follows:

School Year	2012/13	2013/14	2014/15	2015/16	2016/17 (Estimate)	2017/18 (Projected)
Student-to-teacher ratio	14.4 : 1	14.2 : 1	14.0 : 1	14.1 : 1	14.2 : 1	14.4 : 1

In general, the student-to-teacher ratios over the years in public sector primary schools have been enhanced 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 2012/13 to 2016/17 school years as well as the projection of the 2017/18 school year are as follows:

School Year	2012/13	2013/14	2014/15	2015/16	2016/17 (Estimate)	2017/18 (Projected)
Student-to-teacher ratio	14.5 : 1	13.8 : 1	13.0 : 1	12.3 : 1	11.9 : 1	11.6 : 1

The improvement of the student-to-teacher ratios is mainly due to the introduction of a series of relief measures to tackle the decline in secondary school student population, including the reduction in the number of students allocated to each S1 class, 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. Moreover, the provision of specific grants for the new senior secondary curriculum, and other grants provided under such initiatives as 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**EDB531****(Question Serial No. 3647)**

Head: (156) Government Secretariat: Education Bureau

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

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

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 2012/13 to 2016/17?

(b) What QF initiatives does the Administration have for 2017/18? What are the specific details and estimated expenditure?

Asked by: Hon IP Kin-yuen (Member Question No. 108)

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 2012-13 to 2016-17 are as follows –

Financial Year	Expenditure (\$ million)
2012-13	52.4
2013-14	46
2014-15	55.1
2015-16	73.9
2016-17 (as at end February 2017)	74.8

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 2017-18, we estimate that the expenditure for the implementation of QF will be about \$78 million. The major QF initiatives in 2017-18 include (i) two pilot projects on the development of vocational qualifications pathways by two ITACs (Banking and Property Management); (ii) phase II of an exploratory study on possible alignment of professional qualifications under QF; (iii) a project with the New Zealand Qualifications Authority on referencing between the Hong Kong QF and the New Zealand QF; (iv) a project on review of Generic Level Descriptors (GLD) and development of practical tools for adoption of GLD under the Hong Kong QF; (v) a pilot project on extending the Recognition of Prior Learning to cover non-formal and informal learning for the Elderly Care Service industry; and (vi) tracking surveys for the impact of implementation and perception of Hong Kong QF, etc.

- End -

CONTROLLING OFFICER'S REPLY**EDB532****(Question Serial No. 3648)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Secondary Education

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

Director of Bureau: Secretary for Education

Question:

For Diversity Learning Grant, the subsidy rate for Other Languages is \$3,900 per student, while the subsidy rate for Other Programmes is \$7,000 per student and an annual incentive funding of \$800 per senior secondary class will be provided for schools with a utilisation rate of 80% or above. In this connection, please advise this Committee of the following:

- (a) What were the annual expenditure of the above grant and the number of schools and students benefited in the past 5 years (2012/13 to 2016/17)?
- (b) How many schools are provided with incentive funding in the 2016/17 school year?

Asked by: Hon IP Kin-yuen (Member Question No. 109)

Reply:

- (a) The subsidy rate of Diversity Learning Grant (DLG) for Other Languages has been increased from \$3,500 to \$3,900 per senior secondary student per annum since the 2016/17 school year. The basic subsidy rate of DLG for Other Programmes is \$7,000 per senior secondary class and the incentive funding of \$800 per senior secondary class has been provided to schools with a utilisation rate of the grant of 80% or above based on the schools' annual accounts of the most recent year, with effect from the 2016/17 school year. From the 2012/13 to 2016/17 school years, the annual expenditure, number of schools/students/classes benefited from DLG for Other Languages and Other Programmes are as follows:

i. Diversity Learning Grant for Other Languages

	2012/13	2013/14	2014/15	2015/16	2016/17 (provisional)
Expenditure (\$ million)	4.5	4.7	4.7	5.3	6.0
No. of Schools benefited	54	60	65	81	81
No. of Students benefited	1 297	1 333	1 356	1 515	1 536

ii. Diversity Learning Grant for Other Programmes

	2012/13	2013/14	2014/15	2015/16	2016/17 (provisional)
Expenditure (\$ million)	31.6	33.0	32.8	32.5	33.0
No. of Schools benefited	381	398	404	406	412
No. of Classes benefited	4 514	4 712	4 688	4 639	4 595

(b) In the 2016/17 school year, the number of secondary schools receiving the incentive funding is 97.

- End -

CONTROLLING OFFICER'S REPLY**EDB533****(Question Serial No. 3649)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (5) 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 2012/13 to 2016/17 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. 110)

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 2012/13 to 2016/17 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 (%)^
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	7 960	41.0	3.2	11 470	59.0	5.4
2016/17 (Estimate)	8 530	42.9	2.4	11 360	57.1	5.4

Secondary Schools (Government, Aided and Caput)

School Year	Graduate Teachers			Non-graduate Teachers		
	No. of teachers*	%	Wastage rate (%)^	No. of teachers*	%	Wastage rate (%)^
2012/13	18 820	78.2	7.0	5 240	21.8	12.6
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	17 960	78.5	4.2	4 930	21.5	7.8

School Year	Graduate Teachers			Non-graduate Teachers		
	No. of teachers*	%	Wastage rate (%)^	No. of teachers*	%	Wastage rate (%)^
2016/17 (Estimate)	17 690	78.6	4.0	4 800	21.4	7.0

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 2012/13 to 2016/17 are as follows:

Primary Schools (Government and Aided)

School Year	Non-graduate Teachers		
	No. of degree holders*	%	Wastage rate (%)^
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	10 770	93.9	4.9
2016/17 (Estimate)	10 730	94.4	5.1

Secondary Schools (Government, Aided and Caput)

School Year	Non-graduate Teachers		
	No. of degree holders*	%	Wastage rate (%)^
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	4 590	93.1	7.5
2016/17 (Estimate)	4 490	93.6	6.9

* 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**EDB534****(Question Serial No. 3650)**

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 2015-16, the approved estimate for 2016-17, the revised estimate for 2016-17 and the estimate for 2017-18 under Subhead 700, together with the reasons for the changes in expenditures.

Asked by: Hon IP Kin-yuen (Member Question No. 111)

Reply:

The breakdown of expenditure by item under Subhead 700 General non-recurrent is provided below:

Item	Approved Commitment	Expenditure for the Year			
		2015-16 Actual	2016-17 Approved Estimate	2016-17 Revised Estimate	2017-18 Estimate
	\$ million	\$ million	\$ million	\$ million	\$ million
(A) <u>One-off injections to funds</u>					
- Gifted Education Fund	800.0	-	-	800.0	-
- Qualifications Framework Fund	1,000.0	1,000.0	-	-	-
Sub-total		1,000.0	-	800.0	-
(B) <u>Projects/schemes that are completed</u>					
- Pilot Mainland Experience Scheme for Post-secondary Students	100.0	7.6	20.3	20.3	-
- After-school Learning Support Partnership Pilot Scheme	110.0	16.0	0.9	0.4	-
- One-off start-up grant for kindergartens joining the Free Quality Kindergarten Education Scheme	220.0	-	-	220.0	-
- Promotion of e-Learning in the school sector	128.0	0.1	-	-	-
- Grant to the Hong Kong Examinations and Assessment Authority for temporary accommodation of a centralised onscreen marking centre on Hong Kong Island	57.2	8.0	4.0	3.7	-

Item	Approved Commitment	Expenditure for the Year			
		2015-16 Actual	2016-17 Approved Estimate	2016-17 Revised Estimate	2017-18 Estimate
	\$ million	\$ million	\$ million	\$ million	\$ million
- Support to the 57th International Mathematical Olympiad 2016	3.0	0.4	1.0	1.2	-
- Applied Learning (ApL) Extension Programme for Workplace Experience	5.1	2.4	2.4	2.7	-
- Promotion of Science, Technology, Engineering and Mathematics (STEM) Education in Primary and Secondary Schools	2.2	1.0	-	-	-
Sub-total		35.5	28.6	248.3	-
(C) <u>Ongoing/new projects/schemes</u>					
- Pilot Subsidy Scheme for Students of Professional Part-time Programmes	200.0	-	-	7.3	35.1
- Seventh Matching Grant Scheme for the self-financing post-secondary education sector	500.0	-	-	-	300.0
- Grant to the Vocational Training Council for implementing the Pilot Training and Support Scheme	288.0	6.6	35.5	43.8	66.0
- Mainland University Study Subsidy Scheme	105.3	5.9	9.7	9.7	9.7
- Study Subsidy Scheme for Designated Professions/Sectors	960.0	61.3	133.0	125.8	202.5
- Scholarship Scheme for Studying Outside Hong Kong	348.0	20.6	65.0	38.0	63.8
- Yi Jin Diploma	1,000.0	98.4	95.0	85.0	85.0
- E-Textbook Market Development Scheme	50.0	3.8	7.8	5.6	3.3
- Implementation of the Fourth Strategy on Information Technology in Education	105.0	50.6	30.0	28.4	21.5
- Pilot on providing career-related experiences for students with specific learning difficulties and non-Chinese speaking students in secondary schools	16.6	1.9	6.0	5.4	8.4
- Pilot Scheme on Promoting Interflows between Sister Schools in Hong Kong and the Mainland	200.0	-	56.5	49.4	148.6
- One-off grant for the promotion of Chinese history and culture	125.0	-	-	-	119.3
- International Civic and Citizenship Education Study 2016	7.0	0.9	0.6	0.6	1.4
- Supporting Schools to Adopt E-textbooks	50.0	2.4	0.1	0.2	0.1
- Qualifications Framework Support Schemes	208.0	40.0	37.5	37.5	26.7
- One-off Grant to Secondary Schools for Promotion of STEM Education	102.6	-	-	90.6	6.2
Sub-total		292.4	476.7	527.3	1,097.6
Total		1,327.9	505.3	1,575.6	1,097.6

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. Gifted Education 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**EDB535****(Question Serial No. 3651)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (871) Vocational Training Council

Programme: (7) Post-secondary, 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 2015-16, the approved estimate for 2016-17, the revised estimate for 2016-17 and the estimate for 2017-18 under Subhead 871, together with the reasons for the changes in expenditures.

Asked by: Hon IP Kin-yuen (Member Question No. 112)

Reply:

The breakdown of Subhead 871 required is given below –

	Approved commitment \$'000	Actual expenditure 2015-16 \$'000	Approved estimate 2016-17 \$'000	Revised estimate 2016-17 \$'000	Estimate 2017-18 \$'000
1. Enhancement of information technology infrastructure and services	67,218	21,408	10,199	10,199	15,356
2. Provision of augmented reality/virtual reality-assisted training facilities and equipment	4,500	2,250	1,570	1,570	408
3. Enhancement of e-Learning platform and ancillary support services	9,834	1,580	1,415	1,415	3,105
	81,552	25,238	13,184	13,184	18,869

The estimated total expenditure of the above projects in 2017-18 increases as compared with the revised estimate in 2016-17 because of the increase in cash flow requirement in 2017-18.

- End -

CONTROLLING OFFICER'S REPLY**EDB536****(Question Serial No. 3652)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (976) Vocational Training Council (block vote)

Programme: (7) Post-secondary, 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 2015-16, the approved estimate for 2016-17, the revised estimate for 2016-17 and the estimate for 2017-18 under Subhead 976, together with the reasons for the changes in expenditures.

Asked by: Hon IP Kin-yuen (Member Question No. 113)

Reply:

In 2017-18, "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 2015-16 to 2017-18 are maintained at similar level as follows:-

	Actual expenditure 2015-16	Approved estimate 2016-17	Revised estimate 2016-17	Estimate 2017-18
	\$'000	\$'000	\$'000	\$'000
Subhead 976 Vocational Training Council (block vote)	32,538	32,155	32,155	32,321

- End -

CONTROLLING OFFICER'S REPLY

EDB537

(Question Serial No. 3653)

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 2015-16, the approved estimate for 2016-17, the revised estimate for 2016-17 and the estimate for 2017-18, together with the reasons for the changes in expenditures.

Asked by: Hon IP Kin-yuen (Member Question No. 114)

Reply:

The provision for various types of subventions under Subhead 000 Operational expenses for 2015-16, 2016-17 and 2017-18 are provided in the table below:

Subventions under Subhead 000 Operational expenses	2015-16 Actual	2016-17 Original Estimate	2016-17 Revised Estimate	2017-18 Estimate
	\$ million	\$ million	\$ million	\$ million
Code of Aid for primary schools	13,254.1	13,882.2	14,142.6	14,654.1
Code of Aid for secondary schools	19,751.2	19,792.4	20,272.6	20,353.3
Code of Aid for special schools	2,146.0	2,241.9	2,247.8	2,362.0
Direct Subsidy Scheme (DSS)	3,661.4	3,800.7	3,821.0	3,988.8
English Schools Foundation (ESF) junior schools	118.6	109.0	109.0	92.1
ESF secondary schools	171.1	171.6	171.6	172.0
Refund of rent, rates and government rent to private schools, educational institutes and study rooms	361.4	407.1	420.5	232.8
Miscellaneous educational services	281.6	319.1	286.7	341.9
Vocational Training Council (VTC)	2,238.4	2,238.3	2,359.7	2,312.0

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 2016-17 over 2015-16 is mainly due to increased provision arising from 2016 pay adjustment and the increase in the graduate teacher ratio in primary schools. The increase in 2017-18 over 2016-17 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 2016-17 over 2015-16 is mainly due to increase in DSS unit subsidy rates largely as a result of 2016 pay adjustment and the progressive increase in the graduate teacher ratio in primary schools. The increase in 2017-18 over 2016-17 is mainly due to the projected increase in student enrolment and DSS unit subsidy rate.
- (c) ESF junior schools and ESF secondary schools: The financial provision includes 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 private schools, educational institutes and study rooms: The increase over the years is mainly due to increase in the rental / rateable values. The decrease in 2017-18 against 2016-17 is mainly because the funding earmarked for kindergartens now under the Pre-primary Education Voucher Scheme but joining the Free Quality Kindergarten Education Scheme from August / September 2017 are grouped under a newly created subvention subhead, namely Free Quality Kindergarten Education Scheme.
- (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. The increase in 2017-18 over 2016-17 is mainly due to provision for The Hong Kong Academy for Gifted Education and increased provision for school programmes.

- (f) VTC: The increase in 2016-17 over 2015-16 is mainly due to increased provision arising from 2016 pay adjustment and the payment of special subventions for organising vocational and professional education and training (VPET) conference and skills competition.

- End -

CONTROLLING OFFICER'S REPLY

EDB538

(Question Serial No. 3654)

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) Regarding duty visits outside Hong Kong made by the Secretary for Education, Under Secretary for Education, Political Assistant to Secretary for Education and Permanent Secretary for Education in their official capacities, please provide the dates, reasons for visits, size of entourage, related expenditure and details in the 5 financial years from 2012-13 to 2016-17, as well as the estimate in this regard for the 2017-18 financial year.

(2) Regarding meetings held between officials of the Education Bureau of Hong Kong and those of the Ministry of Education of China, please provide the number and place of visits, as well as the expenditure incurred in the 5 financial years from 2012-13 to 2016-17.

Asked by: Hon IP Kin-yuen (Member Question No. 116)

Reply:

(1) Information about duty visits outside Hong Kong made by Secretary for Education and Political Assistant to Secretary for Education, Under Secretary for Education as well as the Permanent Secretary for Education from 2012-13 to 2016-17 is at Annexes A to C respectively. In 2017-18, 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.

(2) The Education Bureau maintains necessary working relationship with the officials of the Ministry of Education with a view to ensuring mutual understanding and effective exchanges. We do not keep a separate account to capture expenditure on meetings with them.

**Duty visits outside Hong Kong made by
Secretary for Education since 2012-13
(as at 13 March 2017)**

Date of visit	Place of visit	Purpose of visit (Note 1)	Number of official entourage from SED's Office (Note 2)	(A) Expenses on accommodation (\$) (Note 3)	(B) Expenses on air passage (\$) (Note 4)	(C) Other expenses (\$) (Note 5)	Total expenditure incurred by SED & official entourage from SED's Office (\$) (A)+(B)+(C)
16 to 17 July 2012	Beijing	To pay a courtesy call to the Ministry of Education	2	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	23,000	7,826	30,826
11 October 2012	Shenzhen	To attend an approving ceremony held by the Chinese University of Hong Kong (Shenzhen) and take a tour of the University of Hong Kong-Shenzhen Hospital	1	No expenses as no over-night stay	No air passage (by car)	3,400	3,400
27 to 30 January 2013	United Kingdom	To attend the annual Education World Forum upon invitation and deliver a speech sharing Hong Kong's experience in education and promote Hong Kong's role as a regional education hub. Attendees included dozens of education ministers from around the world	2	7,600	166,350	14,210	188,160
10 to 17 March 2013	Canada and USA	To promote the recognition of the New Academic Structure and the Hong Kong Diploma of Secondary Education, boost Hong Kong's role as a regional education hub, and study the policies and measures of kindergarten education in the USA and Canada	2	38,400	279,900	24,404	342,704
29 May to 1 June 2013	Korea	To study kindergarten education and the use of information technology in education	2	6,886	10,785	26,377	44,048

Date of visit	Place of visit	Purpose of visit (Note 1)	Number of official entourage from SED's Office (Note 2)	(A) Expenses on accommodation (\$) (Note 3)	(B) Expenses on air passage (\$) (Note 4)	(C) Other expenses (\$) (Note 5)	Total expenditure incurred by SED & official entourage from SED's Office (\$) (A)+(B)+(C)
25 to 26 June 2013	Singapore	Being invited to officiate at the International Student Seminar and deliver a speech as officiating guest of the Vocational Training Council and local vocational training organisations in support of over 300 participating Hong Kong teachers and students, and exchange views with Singaporean education officials and organisations	1	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	24,710	7,469	32,179
8 July 2013	Shenzhen	To pay a courtesy visit and exchange views with officials of the Shenzhen Municipal Education Bureau, and visit schools for Hong Kong children	2	No expenses as no over-night stay	No air passage (by car)	3,124	3,124
28 July to 2 August 2013	Singapore and Australia	To lead the Committee on Free Kindergarten Education to study the kindergarten education in Australia, and taking the opportunity to study the use of information technology in education in Singapore	2	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	123,261	67,639	190,900
25 September to 1 October 2013	Shanghai and Beijing	To lead the National Day Delegation from the Education Sector of about 100 members to participate in activities and exchange views with local officials and organisations in Shanghai and Beijing on education collaboration	2	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	25,380	52,389 [in-town transport sponsored by the Ministry of Education and the sponsored amount is not available]	77,769

Date of visit	Place of visit	Purpose of visit (Note 1)	Number of official entourage from SED's Office (Note 2)	(A) Expenses on accommodation (\$) (Note 3)	(B) Expenses on air passage (\$) (Note 4)	(C) Other expenses (\$) (Note 5)	Total expenditure incurred by SED & official entourage from SED's Office (\$) (A)+(B)+(C)
2 to 3 December 2013	Guangzhou and Nansha	To pay a visit to the research institute of Hong Kong University of Science and Technology in Nansha and make courtesy call on the Department of Education of Guangdong Province for cooperation	2	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	No air passage (by train and ferry)	12,404	12,404
15 to 17 December 2013	Indonesia	To lead some 100 secondary students for an exchange visit to Jakarta and meet with Indonesian education officials and organisations to exchange views on education policy and cooperation matters	2	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	24,670	16,882	41,552
19 to 23 January 2014	United Kingdom	To attend and deliver a speech at the annual Education World Forum upon invitation by the UK Ministry of Education and to exchange views with dozens of ministers on education policy and collaboration	2	18,035	159,478	22,951	200,464
28 February to 2 March 2014	Shanghai	Being invited to attend the International Convention on Science of Learning, especially on social influences on learning; language, bilingualism and multicultural learning; and technologies for learning purposes	1	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	11,028	10,621	21,649
27 to 30 March 2014	New Zealand	To represent Hong Kong at the annual International Summit on the Teaching Profession upon invitation. To examine the best practices worldwide for strengthening the teaching profession and raising student achievements. Attendees included	1	- [hotel accommodation sponsored by the New Zealand Ministry of Education in	53,250	11,075 [in-town transport sponsored by the New Zealand Ministry of Education	64,325

Date of visit	Place of visit	Purpose of visit (Note 1)	Number of official entourage from SED's Office (Note 2)	(A) Expenses on accommodation (\$) (Note 3)	(B) Expenses on air passage (\$) (Note 4)	(C) Other expenses (\$) (Note 5)	Total expenditure incurred by SED & official entourage from SED's Office (\$) (A)+(B)+(C)
		more than 200 education officials and teacher representatives from around the world		the amount of around \$7,300]		in the amount of around \$4,000]	
19 to 24 May 2014	Belgium and Finland	To pay a duty visit to the European Union (EU) and Finland to observe their education systems. To strengthen Hong Kong's education ties with EU countries, particularly in vocational education, multilingual education, teacher training as well as the use of information and communication technology in education	2	23,816	195,583	19,041	238,440
29 June to 3 July 2014	Beijing and Shanghai	To lead the "Passing on the Torch" Mainland Exchange Programme delegation comprising more than 600 students and teachers to visit Beijing and Shanghai	2	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	17,129	25,950	43,079
31 July to 2 August 2014	Ningbo	To lead a delegation of the Hong Kong education sector (about 50 people) to Ningbo to participate in a series of Ningbo-Hong Kong education exchange activities. To give opening remarks and witness the signing of education cooperation documents by higher education and vocational education institutions as well as sister school agreements by primary and secondary schools of the two places	2	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	13,920	11,419 [in-town transport sponsored by the Ningbo Education Bureau in the amount of around \$1,000]	25,339

Date of visit	Place of visit	Purpose of visit (Note 1)	Number of official entourage from SED's Office (Note 2)	(A) Expenses on accommodation (\$) (Note 3)	(B) Expenses on air passage (\$) (Note 4)	(C) Other expenses (\$) (Note 5)	Total expenditure incurred by SED & official entourage from SED's Office (\$) (A)+(B)+(C)
21 August 2014	Shenzhen	Working meeting with the Director of the Shenzhen Municipal Education Bureau on education issues of mutual concern (including the issue of cross-boundary students)	2	No expenses as no over-night stay	No air passage (by car)	1,946	1,946
30 to 31 October 2014	Hangzhou	To officiate at a launching ceremony for an online exchange platform for Zhejiang and Hong Kong sister schools upon invitation, as well as attending a forum on digital education. To deliver a speech at the forum and witness the signing of agreements between two pairs of schools in Hong Kong and Zhejiang to form sister schools	1	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	11,700	4,074 [in-town transport sponsored by the Zhejiang Provincial Government and the sponsored amount is not available]	15,774
3 to 8 November 2014	Germany and Switzerland	To lead an education delegation to visit Germany and Switzerland to conduct an intensive study on their vocational education systems and good practices in promoting young persons' career development	2	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	123,147	52,309	175,456
5 to 7 December 2014	Nanjing	To lead a delegation of over 200 Hong Kong secondary school students studying Chinese History and teachers to participate in the "Passing on the Torch" Platform Programme Series: An Exploration into the History and Culture in Nanjing	2	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	14,314	11,246 [in-town transport sponsored by the Hong Kong and Macao Affairs Office of Jiangsu Provincial Government; the sponsored amount is not available]	25,560

Date of visit	Place of visit	Purpose of visit (Note 1)	Number of official entourage from SED's Office (Note 2)	(A) Expenses on accommodation (\$) (Note 3)	(B) Expenses on air passage (\$) (Note 4)	(C) Other expenses (\$) (Note 5)	Total expenditure incurred by SED & official entourage from SED's Office (\$) (A)+(B)+(C)
7 to 8 January 2015	Malaysia	To enhance the education link with ASEAN countries, to promote Hong Kong's education and strengthen cooperation between Malaysia and Hong Kong	1	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	13,720	5,919	19,639
30 January 2015	Guangzhou (GZ) and Shenzhen	To accompany the Chief Executive in meetings with Guangdong (GD) and Shenzhen leadership	-	No expenses as no over-night stay	No air passage (by train)	125 [in-town transport in GZ sponsored by the GD Provincial Government in the amount of around \$90]	125
27 to 31 March 2015	Canada	To lead a delegation to attend the International Summit on Teaching Profession 2015 and to exchange views with other ministers of education, especially on career life planning education and kindergarten education	2	7,545 [hotel accommodation sponsored by the Council of Ministers of Education, Canada, in the amount of around \$6,205]	150,440	25,695	183,680
6 May 2015	Shenzhen	Working meeting with Shenzhen Municipal Education Bureau	2	No expenses as no over-night stay	No air passage (by car)	0	0

Date of visit	Place of visit	Purpose of visit (Note 1)	Number of official entourage from SED's Office (Note 2)	(A) Expenses on accommodation (\$) (Note 3)	(B) Expenses on air passage (\$) (Note 4)	(C) Other expenses (\$) (Note 5)	Total expenditure incurred by SED & official entourage from SED's Office (\$) (A)+(B)+(C)
7 to 8 May 2015	Zhuhai	Upon invitation, to deliver a speech at the 10th anniversary celebratory event of the United International College jointly founded by Beijing Normal University and Hong Kong Baptist, and hold discussion with officials of the Zhuhai Municipal Education Bureau	2	2,430	No air passage (by ferry)	6,640	9,070
18 to 19 May 2015	Guangzhou and Zhongshan	Working meetings with the Department of Education of Guangdong Province and the Zhongshan Government	3	- [hotel accommodation sponsored by the Hong Kong and Macao Affairs Office of the People's Government of Guangdong Province in the amount of around \$2,080]	No air passage (by train and ferry)	4,612	4,612
6 June 2015	Huizhou and Shunde	To lead Hong Kong university students to join a one-day career and life planning education programme and visit enterprises there	1	No expenses as no over-night stay	No air passage (by car)	7,390	7,390
24 to 25 June 2015	Fujian	To pay a courtesy visit to the Fujian Provincial Department of Education and the Xiamen Municipal Education Bureau, and to visit local universities for education cooperation	2	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	13,680	6,647	20,327

Date of visit	Place of visit	Purpose of visit (Note 1)	Number of official entourage from SED's Office (Note 2)	(A) Expenses on accommodation (\$) (Note 3)	(B) Expenses on air passage (\$) (Note 4)	(C) Other expenses (\$) (Note 5)	Total expenditure incurred by SED & official entourage from SED's Office (\$) (A)+(B)+(C)
17 to 18 July 2015	Beijing	To officiate at an opening ceremony of the Beijing, Hong Kong and Macau Student Exchange Camp; and to attend a working meeting with the Ministry of Education in Beijing	2	5,047	23,000	5,688	33,735
26 July to 1 August 2015	USA and Belgium (EU)	Duty visit to USA / EU funding and research agencies in the higher education sector on education and research policies and funding strategies, especially STEM education	2	11,928	170,285	56,122	238,335
2 to 4 September 2015	Beijing	To attend commemorative activities of the 70th Anniversary of the Victory of War of Resistance against Japanese Aggression	-	- [hotel accommodation sponsored by the State Council's Hong Kong and Macao Office in the amount of around \$1,550]	10,217	2,190 [in-town transport sponsored by the State Council's Hong Kong and Macao Office in the amount of around \$142]	12,407
28 September to 1 October 2015	Beijing	To lead a delegation from the educational sector of Hong Kong to participate in professional exchange activities in Beijing and Chengde	2	12,870	21,449	16,881	51,200
13 to 15 October 2015	Singapore	To attend a higher education international conference and to hold discussion with officials of the Ministry of Education of Singapore	2	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	22,804	28,470	51,274

Date of visit	Place of visit	Purpose of visit (Note 1)	Number of official entourage from SED's Office (Note 2)	(A) Expenses on accommodation (\$) (Note 3)	(B) Expenses on air passage (\$) (Note 4)	(C) Other expenses (\$) (Note 5)	Total expenditure incurred by SED & official entourage from SED's Office (\$) (A)+(B)+(C)
2 to 3 November 2015	Guangzhou and Shenzhen	To lead a delegation of presidents and vice-presidents of the eight UGC-funded institutions for a visit to Guangdong Province leadership and to attend a Guangdong/Hong Kong university presidents' forum in Guangzhou	2	5,234	No air passage (by car)	9,058	14,292
17 November 2015 (p.m. only)	Guangzhou	To officiate at the opening ceremony of a national competition of extra-curricular academic and technological projects by university students	1	No expenses as no over-night stay	No air passage (by car)	6,550	6,550
27 to 28 January 2016	Beijing	To meet officials of the Ministry of Education and the Beijing Municipal Education Commission to exchange views on education initiatives/ policies 2016	2	4,825	23,000	5,803	33,628
10 to 12 May 2016	Chengdu	To join a visit led by the Chief Secretary for Administration to visit Sichuan to conclude the support work in the reconstruction of areas stricken by the earthquake in Wenchuan in 2008	1	4,191	19,636	3,620	27,447
25 May 2016	Nansha	To officiate at the 2016 Nansha-Hong Kong Sister School Contract Signing Ceremony cum Cultural Exchange Activities	2	No expenses as no over-night stay	No air passage (by car)	4,600	4,600
14 June 2016	Shenzhen	To have a meeting with the Shenzhen Municipal Education Bureau and visit two hi-tech enterprises for exchanges on technology education and career and life planning education	2	No expenses as no over-night stay	No air passage (by car)	4,081	4,081

Date of visit	Place of visit	Purpose of visit (Note 1)	Number of official entourage from SED's Office (Note 2)	(A) Expenses on accommodation (\$) (Note 3)	(B) Expenses on air passage (\$) (Note 4)	(C) Other expenses (\$) (Note 5)	Total expenditure incurred by SED & official entourage from SED's Office (\$) (A)+(B)+(C)
20 to 21 July 2016	Shenzhen and Guangzhou	To attend the Hong Kong/ Guangdong Universities High Level Meeting and conduct education exchanges in Shenzhen and Guangzhou	2	2,637 (Note 6)	No air passage (by car)	4,875 (Note 6)	7,512 (Note 6)
17 to 18 August 2016	Beijing	To have meetings with the Ministry of Education and the Beijing Municipal Education Commission respectively	2	4,889	23,051	3,583	31,523
14 September 2016	Guangzhou	To attend the 19th Plenary of the Hong Kong-Guangdong Co-operation Joint Conference	-	No expenses as no over-night stay	No air passage (by train)	420 [in-town transport sponsored by the Guangdong Provincial Government and the sponsored amount is not available]	420
2 to 9 October 2016	Peru and USA	To attend the 6th Asia-Pacific Economic Cooperation Education Ministerial Meeting in Lima, Peru and to visit San Francisco, USA for education exchanges	2	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	364,177	41,147	405,324
20 to 22 October 2016	Shanghai	To have a meeting with the Shanghai Municipal Education Commission; and to join Hong Kong secondary school students in a Mainland exchange programme	2	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	21,610	18,063	39,673

Date of visit	Place of visit	Purpose of visit (Note 1)	Number of official entourage from SED's Office (Note 2)	(A) Expenses on accommodation (\$) (Note 3)	(B) Expenses on air passage (\$) (Note 4)	(C) Other expenses (\$) (Note 5)	Total expenditure incurred by SED & official entourage from SED's Office (\$) (A)+(B)+(C)
3 to 4 November 2016	Shenzhen	To officiate at the Guangdong-Hong Kong Sister School Contract Signing Ceremony and to attend the Shenzhen-Hong Kong Principals' Forum 2016	2	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	No air passage (by car)	11,694	11,694
10 to 11 November 2016	Beijing	To attend an international education symposium organised by the Organisation for Economic Co-operation and Development	-	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	11,645	2,564	14,209
15 November 2016	Guangzhou	To address the founding ceremony of the Guangdong-Hong Kong-Macau University Alliance	1	No expenses as no over-night stay	No air passage (by train)	1,317	1,317
28 to 29 November 2016	Malaysia	To have a meeting with officials of the Malaysian Ministry of Higher Education in Kuala Lumpur to exchange views on education issues of mutual concern, and to finalise the arrangements for the Hong Kong Scholarship for "Belt and Road" Students (Malaysia)	2	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	44,626	7,186	51,812
6 to 7 December 2016	Shanghai	To attend the 4th meeting of the China-UK High-Level People-to-People Dialogue	1	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	10,862	7,187	18,049

Date of visit	Place of visit	Purpose of visit (Note 1)	Number of official entourage from SED's Office (Note 2)	(A) Expenses on accommodation (\$) (Note 3)	(B) Expenses on air passage (\$) (Note 4)	(C) Other expenses (\$) (Note 5)	Total expenditure incurred by SED & official entourage from SED's Office (\$) (A)+(B)+(C)
15 December 2016	Nansha	To attend the Guangdong-Hong Kong-Macau forum on education co-operation, innovation and entrepreneurship	2	No expenses as no over-night stay	No air passage (by car and by ferry)	4,252	4,252
14 to 15 February 2017	Beijing	To have meetings with the Ministry of Education and the Beijing Municipal Education Commission respectively	2	4,860	23,380	3,936	32,176
19 to 21 February 2017	Thailand	To have a meeting with the Thai Ministry of Education in Bangkok to explore opportunities for education co-operation, and to finalise the arrangements for the Hong Kong Scholarship for "Belt and Road" Students (Thailand)	2	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	13,977	13,998	27,975
10 to 11 March 2017	Haikou	To have a meeting with the Education Department of Hainan Province to explore cooperation in educational matters	1	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	5,824	4,839	10,663

Notes:

- (1) The Secretary for Education would meet local students from Hong Kong where possible.
- (2) 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.
- (3) The arrangement of hotel accommodation was provided in accordance with the relevant Civil Service Regulations and guidelines.
- (4) Proper class of passages was provided in accordance with the relevant Civil Service Regulations and guidelines, taking into account factors including rank of post, flying time, flight schedule and details.
- (5) Other expenses include overseas subsistence allowance and other incidental expenses related to the duty visits outside Hong Kong. The subsistence allowance is provided in accordance with the relevant Civil Service Regulations and guidelines, which is intended to cover, inter alia, the cost of accommodation, meals and in-town travelling.
- (6) The expenses for the visit made on 20 to 21 July 2016 incurred by the Under Secretary for Education are covered in Annex B.

**Duty visits outside Hong Kong made by
Under Secretary for Education since 2012-13
(as at 13 March 2017)**

Date of visit	Place of visit	Purpose of visit (Note 1)	Number of official entourage from SED's Office	(A) Expenses on accommodation (\$ (Note 2))	(B) Expenses on air passage (\$ (Note 3))	(C) Other expenses (\$ (Note 4))	Total expenditure incurred by US(Ed) & official entourage from SED's Office (\$ (A)+(B)+(C))
20 to 22 May 2012	Korea	To attend the 5th APEC Education Ministerial Meeting	-	- [hotel accommodation sponsored by the Korean Government in the amount of around \$12,300]	6,670	2,252	8,922
23 to 25 May 2012	Sichuan	To provide support to the Chief Secretary at high level meetings, site visits and ceremonies on the Sichuan School Reconstruction Projects	-	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	2,684	11,002	13,686
28 February to 2 March 2013	Sichuan	To attend completion inspection meetings of two school reconstruction projects and to conduct inspection of four school reconstruction	-	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	2,994	3,867	6,861
1 August 2013	Shenzhen	To pay a courtesy visit to Shenzhen Education Bureau	-	No expenses as no over-night stay	No air passage (by car)	2,328	2,328
28 April to 1 May 2014	USA	To attend the Going Global 2014 conference	-	3,431	58,090	17,309	78,830

Date of visit	Place of visit	Purpose of visit (Note 1)	Number of official entourage from SED's Office	(A) Expenses on accommodation (\$) (Note 2)	(B) Expenses on air passage (\$) (Note 3)	(C) Other expenses (\$) (Note 4)	Total expenditure incurred by US(Ed) & official entourage from SED's Office (\$) (A)+(B)+(C)
24 to 26 June 2014	Japan	To attend the 17th Organisation for Economic Co-operation and Development/Japan Seminar and conduct school visits	-	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	6,830	10,246	17,076
27 September to 1 October 2014	Beijing	To lead the National Day Delegation from the Education Sector to participate in activities and exchange views with local officials	-	- [hotel accommodation sponsored by the Ministry of Education in the amount of around \$3,600]	5,246	5,375 [in-town transport sponsored by the Ministry of Education in the amount of around \$1,000]	10,621
11 March 2015	Guang-zhou	To attend the Guangdong- Hong Kong Cooperation Joint Conference 20th Working Meeting	-	No expenses as no over-night stay	No air passage (by train and ferry)	- [in-town transport sponsored by the Guangdong Provincial Government in the amount of around \$200]	0
2 to 4 May 2015	Nanjing	To lead a delegation to participate in interflow activities for "Passing on the Torch" Platform Programme Series	-	1,990	3,792	2,219	8,001

Date of visit	Place of visit	Purpose of visit (Note 1)	Number of official entourage from SED's Office	(A) Expenses on accommodation (\$) (Note 2)	(B) Expenses on air passage (\$) (Note 3)	(C) Other expenses (\$) (Note 4)	Total expenditure incurred by US(Ed) & official entourage from SED's Office (\$) (A)+(B)+(C)
23 to 26 July 2015	Australia	To attend an international conference and visit local schools	-	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	33,240	11,134	44,374
12 October 2015	Zhongshan	To visit Zhongshan National Defense Education Base and exchange views on the organisation of a student camp for Hong Kong students	-	No expenses as no over-night stay	No air passage (by ferry)	350	350
14 to 15 December 2015	Guangzhou	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	-	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	3,810	2,970	6,780
16 to 17 December 2015	Indonesia	To sign a Memorandum of Understanding on education cooperation between Hong Kong and Indonesia, and launch a new scholarship scheme for Indonesian students	-	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	20,589	4,654	25,243
23 to 26 May 2016	Finland	To attend an international inaugural event and a conference in Helsinki	-	5,116	56,540	2,802	64,458
20 to 21 July 2016	Shenzhen and Guangzhou	To accompany the Secretary for Education to attend the Hong Kong/ Guangdong Universities High Level Meeting and conduct education exchanges in Shenzhen and Guangzhou	-	1,319	No air passage (by car)	2,437	3,756

Date of visit	Place of visit	Purpose of visit (Note 1)	Number of official entourage from SED's Office	(A) Expenses on accommodation (\$) (Note 2)	(B) Expenses on air passage (\$) (Note 3)	(C) Other expenses (\$) (Note 4)	Total expenditure incurred by US(Ed) & official entourage from SED's Office (\$) (A)+(B)+(C)
21 to 23 September 2016	Beijing	To lead a delegation from the educational sector of Hong Kong to participate in professional interflow activities in Beijing	-	- [hotel accommodation sponsored by the Ministry of Education in the amount of around \$1,560]	6,760	3,638 [in-town transport sponsored by the Ministry of Education and the sponsored amount is not available]	10,398

Notes:

- (1) The Under Secretary for Education would meet local students from Hong Kong where possible.
- (2) The arrangement of hotel accommodation was provided in accordance with the relevant Civil Service Regulations and guidelines.
- (3) Proper class of passages was provided in accordance with the relevant Civil Service Regulations and guidelines, taking into account factors including rank of post, flying time, flight schedule and details.
- (4) Other expenses include overseas subsistence allowance and other incidental expenses related to the duty visits outside Hong Kong. The subsistence allowance is provided in accordance with the relevant Civil Service Regulations and guidelines, which is intended to cover, inter alia, the cost of accommodation, meals and in-town travelling.

**Duty Visits outside Hong Kong made by
Permanent Secretary for Education since 2012-13
(as at 13 March 2017)**

Date of visit	Place of visit	Purpose of visit (Note 1)	Number of EDB officers participating in the visit	(A) Expenses on accommodation (\$)(Note 2)	(B) Expenses on air passage (\$)(Note 3)	(C) Other expenses (\$)(Note 4)	Total expenditure incurred in the Bureau (\$)(A)+(B)+(C)
21 to 24 May 2012	Beijing and Nanjing	To lead a delegation from the education sector to understand the national situation and discuss with Ministry of Education officials about the elements of professional development programmes for teachers	11	Hotel expenses covered by tour package included in column (C)	Air passage covered by tour package included in column (C)	111,964	111,964
31 May to 2 June 2012	Shanghai	To attend the Sino-Finland Programme for International Student Assessment Seminar to exchange ideas and keep abreast of educational systems across the world	1	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	4,680	13,964	18,644
13 to 14 June 2012	Beijing	To attend meeting with Vice Minister of Ministry of Education and heads of tertiary institutions	-	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	6,179	3,392	9,571
24 to 26 September 2012	Taiwan	To attend the Third Joint Meeting of the Hong Kong-Taiwan Economic and Cultural Cooperation and Promotion Council - Taiwan-Hong Kong Economic and Cultural Co-operation Council Meeting	-	3,763	8,885	1,777	14,425

Date of visit	Place of visit	Purpose of visit (Note 1)	Number of EDB officers participating in the visit	(A) Expenses on accommodation (\$) (Note 2)	(B) Expenses on air passage (\$) (Note 3)	(C) Other expenses (\$) (Note 4)	Total expenditure incurred in the Bureau (\$) (A)+(B)+(C)
28 September to 1 October 2012	Beijing	To attend the National Day Delegation from Education Sector of Hong Kong 2012 activities and conduct professional exchanges	3	- [hotel accommodation sponsored by the Ministry of Education and the sponsored amount is not available]	20,000	14,330 [in-town transport expenses sponsored by Ministry of Education and the sponsored amount is not available]	34,330
17 to 20 December 2012	Sichuan	To visit Chengdu Education Bureau and schools and meet with subject experts for exchange of views	2	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	11,700	23,470	35,170
18 to 19 June 2013	Guangzhou	To attend the annual Hong Kong/Guangdong Expert Group on Co-operation in Education and visit a teacher training institute and a secondary school	4	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	2,176	13,381 [in-town transport expenses sponsored by Guangdong Education Bureau and the sponsored amount is not available]	15,557

Date of visit	Place of visit	Purpose of visit (Note 1)	Number of EDB officers participating in the visit	(A) Expenses on accommodation (\$) (Note 2)	(B) Expenses on air passage (\$) (Note 3)	(C) Other expenses (\$) (Note 4)	Total expenditure incurred in the Bureau (\$) (A)+(B)+(C)
17 to 20 November 2013	Weifang	To observe the classroom teaching and learning practices of the place	4	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	21,450	31,803 [in-town transport expenses sponsored by Weifang Education Bureau and the sponsored amount is not available]	53,253
13 to 14 June 2014	Kaiping, Xinhui and Jiangmen	To lead school heads and teachers of a school-sponsoring body for exploring the implementation of moral education and development of group-based moral education curriculum	2	1,500	No air passage (by ferry)	3,110 [in-town transport expenses sponsored by a school sponsoring body and the sponsored amount is not available]	4,610
3 to 5 November 2014	Korea	To attend the Achieve HOPE - Happiness of People through Education conference and establish connections with educational professionals from various countries (joined by the Chairman of the Committee on Home-School Co-operation)	1	8,917	8,200	5,845	22,962
27 to 30 April 2015	Singapore	To meet with officials and practitioners in Singapore on various educational policies and practices	2	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	9,690	39,681	49,371

Date of visit	Place of visit	Purpose of visit (Note 1)	Number of EDB officers participating in the visit	(A) Expenses on accommodation (\$) (Note 2)	(B) Expenses on air passage (\$) (Note 3)	(C) Other expenses (\$) (Note 4)	Total expenditure incurred in the Bureau (\$) (A)+(B)+(C)
6 May 2015	Shenzhen	To accompany Secretary for Education to attend a working meeting with Shenzhen Municipal Education Bureau	4	No expenses as no over-night stay	No air passage (by car)	3,836	3,836
18 to 19 May 2015	Beijing	To pay a courtesy visit to the Ministry of Education and Hong Kong and Macao Affairs Office of the State Council in Beijing for exchange on various educational matters	1	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	11,620	6,506	18,126
13 August 2015	Guangzhou	To attend the Hong Kong / Guangdong Expert Group on Co-operation in Education Meeting	5	No expenses as no over-night stay	No air passage (by train)	2,933	2,933
30 May to 2 June 2016	Korea	To gain insights from the Korean experience in Seoul about kindergarten education and IT & Arts education	5	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	31,632	87,624	119,256
17 to 18 August 2016	Beijing	To accompany the Secretary for Education to meet with senior officials of Ministry of Education to discuss education policy and explore education cooperation	4	13,037	29,635	5,786	48,458
21 to 25 November 2016	Qingdao and Shandong	To study and gain insight into updated education development, with particular emphasis on self-directed learning	5	Hotel expenses covered by service package which is included in column (C)	21,000	44,084	65,084
14 to 15 February 2017	Beijing	To accompany the Secretary for Education to attend a working meeting with the Ministry of Education	5	9,720	36,240	14,996	60,956

Notes:

- (1) The Permanent Secretary for Education would meet local students from Hong Kong where possible.
- (2) The arrangement of hotel accommodation was provided in accordance with the relevant Civil Service Regulations and guidelines.
- (3) Proper class of passages was provided in accordance with the relevant Civil Service Regulations and guidelines, taking into account factors including rank of post, flying time, flight schedule and details.
- (4) Other expenses include overseas subsistence allowance and other incidental expenses related to the duty visits outside Hong Kong. The subsistence allowance is provided in accordance with the relevant Civil Service Regulations and guidelines, which is intended to cover, inter alia, the cost of accommodation, meals and in-town travelling.

- End -

CONTROLLING OFFICER'S REPLY**EDB539****(Question Serial No. 3655)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (3) Primary Education, (4) Secondary Education, (6) Other Educational Services and Subsidies, (8) Policy and SupportControlling Officer: Permanent Secretary for Education (Mrs Marion LAI)Director of Bureau: Secretary for EducationQuestion:

Please provide the information on Direct Subsidy Scheme (DSS) primary and secondary schools in the past 5 school years (2012/13 to 2016/17 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					

Asked by: Hon IP Kin-yuen (Member Question No. 117)

Reply:

The required information on Direct Subsidy Scheme (DSS) primary/secondary schools in the past 5 school years (from the 2012/13 to 2016/17 school years) is tabulated at Appendix.

Information on DSS Primary/Secondary Schools from the 2012/13 to 2016/17 School Years

Table 1

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

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

2016/17 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	2 263
Hong Kong East	2	1 172	4	2 893
Islands	0	0	3	1 290
Southern	2	1 412	2	1 819
Wan Chai	0	0	3	1 634
Kowloon City	2	1 715	5	4 461
Kwun Tong	1	762	7	5 310
Sai Kung	4	3 127	7	5 421
Sham Shui Po	3	1 662	9	6 539
Wong Tai Sin	0	0	1	1 285
Yau Tsim and Mong Kok	1	914	3	2 468
North	0	0	1	1 186
Sha Tin	2	1 830	7	4 821
Tai Po	0	0	2	1 293
Kwai Chung and Tsing Yi	1	529	0	0
Tuen Mun	1	767	0	0
Yuen Long	2	1 436	5	3 673

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 School Fee Charged ^{Note 2}	Median of School Fee Charged ^{Note 2}
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	38,208,885	39,434,690	25,073	23,900
2016/17	54,053 or 51,762	-- Note 3	-- Note 3	25,710	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 school age and student enrolment which is bounded by the enrolment ceiling, and calculated in terms of the average unit cost of an aided school place irrespective of the district of the school. Similarly, the school 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 2016-17 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 <small>Note 1</small>	Average of Subsidy per DSS School <small>Note 2</small>	Median of Subsidy per DSS School <small>Note 2</small>	Average of School Fee Charged <small>Note 2</small>		Median of School Fee Charged <small>Note 2</small>	
				S1-3	S4-6	S1-3	S4-6
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	46,112,981	47,826,064	19,570	22,361	18,000	17,600
2016/17	S1 – 3: 55,074 or 53,276 S4 – 6: 67,801 or 65,499	-- <small>Note 3</small>	-- <small>Note 3</small>	20,924	22,907	18,800	18,980

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.

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 school age and student enrolment which is bounded by the enrolment ceiling, and calculated in terms of the average unit cost of an aided school place irrespective of the district of the school. Similarly, the school 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 2016-17 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 Note 3	Average No. of Students Benefited from the Scholarship Note 3
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	49,533,314	41,011,936	4,078,541	2,245,137	--
2015/16 ^{Note 1}	--	--	--	--	--
2016/17 ^{Note 1}	--	--	--	--	--

Note 1: Relevant information for the 2015/16 and 2016/17 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
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	37,636,219	28,753,714	3,555,317	1,752,700	--
2015/16 ^{Note 1}	--	--	--	--	--
2016/17 ^{Note 1}	--	--	--	--	--

Note 1: Relevant information for the 2015/16 and 2016/17 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

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

2016/17 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	529	22	13 543
Annual School Fee between \$10,000 and \$20,000	9	6 625	10	7 820
Annual School Fee Over \$20,000	11	8 172	29	24 993

Table 7

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 School Fee Charged	Median of School 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 School Fee Charged	Median of School 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 School Fee Charged	Median of School 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 2	Median of Subsidy per DSS School Note 2	Average of School Fee Charged	Median of School Fee Charged
Annual School Fee under \$10,000	52,132 or 49,654	29,960,733	29,960,733	7,370	7,370
Annual School Fee between \$10,000 and \$20,000		38,653,725	40,001,549	13,923	14,800
Annual School Fee Over \$20,000		38,594,757	37,847,967	35,805	36,300

2016/17 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 School Fee Charged	Median of School Fee Charged
Annual School Fee under \$10,000	54,053 or 51,762	--	--	7,370	7,370
Annual School Fee between \$10,000 and \$20,000		--	--	14,243	15,000
Annual School Fee Over \$20,000		--	--	36,760	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 2016-17 financial year has not yet been concluded, the amount of subsidy provided to each DSS school is not yet available.

Table 8

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 School Fee Charged		Median of School 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 School Fee Charged		Median of School 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 School Fee Charged		Median of School Fee Charged	
				S1-3	S4-6	S1-3	S4-6
Annual School Fee under \$10,000	S1 – 3: 49,704 or 47,528 S4 – 6: 57,916 or 55,399	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		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 2	Median of Subsidy per DSS School Note 2	Average of School Fee Charged		Median of School Fee Charged	
				S1-3	S4-6	S1-3	S4-6
Annual School Fee under \$10,000	S1 – 3: 52,829 or 50,881 S4 – 6: 62,979 or 60,700	39,766,215	39,551,592	3,453	5,107	3,400	5,100
Annual School Fee between \$10,000 and \$20,000		49,524,591	53,022,291	16,154	15,512	16,150	15,600
Annual School Fee Over \$20,000		49,986,120	49,084,785	35,627	38,825	33,000	33,050

2016/17 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 School Fee Charged		Median of School Fee Charged	
				S1-3	S4-6	S1-3	S4-6
Annual School Fee under \$10,000	S1 – 3: 55,074 or 53,276 S4 – 6: 67,801 or 65,499	--	--	3,663	5,249	4,000	5,465
Annual School Fee between \$10,000 and \$20,000		--	--	17,058	16,142	17,200	16,915
Annual School Fee Over \$20,000		--	--	36,815	38,634	35,000	34,000

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.

Note 2: The amount of subsidy is calculated on a financial year basis.

Note 3: Since the 2016-17 financial year has not yet been concluded, the amount of subsidy provided to each DSS school is not yet available.

Table 9 ^{Note 1}

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	--

2013/14 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	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	--

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	25,087,263	25,087,263	305,118	305,118	--
Annual School Fee between \$10,000 and \$20,000	43,123,585	39,077,749	1,374,835	923,200	--
Annual School Fee Over \$20,000	57,000,005	49,623,625	6,633,702	5,531,449	--

Note 1: Relevant information for the 2015/16 and 2016/17 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}

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	--

2013/14 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 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	--

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	23,946,414	19,210,888	768,606	591,346	--
Annual School Fee between \$10,000 and \$20,000	34,454,328	27,740,920	1,476,684	1,413,840	--
Annual School Fee Over \$20,000	50,205,049	41,734,020	6,749,808	5,245,316	--

Note 1: Relevant information for the 2015/16 and 2016/17 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.

- End -

CONTROLLING OFFICER'S REPLY**EDB540****(Question Serial No. 3656)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (3) Primary Education, (4) Secondary Education, (6) Other Educational Services and Subsidies, (8) Policy and SupportControlling Officer: Permanent Secretary for Education (Mrs Marion LAI)Director of Bureau: Secretary for EducationQuestion:

(a) Please provide the numbers and percentages of secondary students of government, aided, Direct Subsidy Scheme (DSS), English Schools Foundation (ESF), private and international schools who were admitted to universities (both local and overseas) in the past 5 school years (2012/13 to 2016/17) in the table below:

Table 1

Districts	Government	Aided	DSS	ESF	Private	International

(b) 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 (2012/13 to 2016/17) in the table below:

Table 2

Number and percentage of primary school students residing in public housing						
Districts	Government	Aided	DSS	ESF	Private	International

Table 3

Number and percentage of secondary school students residing in public housing						
Districts	Government	Aided	DSS	ESF	Private	International

Table 4

Number and percentage of primary school students receiving CSSA						
Districts	Government	Aided	DSS	ESF	Private	International

Table 5

	Number and percentage of secondary school students receiving CSSA					
Districts	Government	Aided	DSS	ESF	Private	International

Table 6

	Number and percentage of primary school students residing in public 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 7

	Number and percentage of secondary school students residing in public 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 8

	Number 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 9

	Number 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					

Asked by: Hon IP Kin-yuen (Member Question No. 117)

Reply:

- a) According to the Secondary 6 Students' Pathway Survey conducted by the Education Bureau (EDB), the number and percentage distribution of secondary 6 graduates who were pursuing full-time study of Bachelor's Degree Programmes by school sector of the graduates (including government, aided, DSS and local private schools) in the past 5 school years (from the 2012/13 to 2016/17 school years) are tabulated at Appendix. Relevant information for ESF and international schools is not available as the survey did not cover these schools.
- b) 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.

**Number and Percentage Distribution of Secondary 6 (S6) Graduates⁽¹⁾ who were Pursuing Full-time
Study of Bachelor's Degree Programmes⁽²⁾
from the 2012/13 to 2016/17 School Years**

School Year ⁽⁴⁾	Government		Aided ⁽³⁾		Others ⁽³⁾		All	
	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
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	1 550	46.6	15 516	39.9	2 922	49.5	19 988	41.6
2016/17 ⁽⁵⁾	--	--	--	--	--	--	--	--

- Notes:
- (1) Since some graduates in the responded schools did not provide any information and the activity status of all S6 graduates of non-responded schools was not available, caution should be taken in interpreting the figures as the activity status of those non-responded graduates was likely to be totally different from that of the responded graduates.
 - (2) Figures for "Bachelor's degree programmes" include students attending Bachelor's degree programmes offered by providers of the publicly-funded programmes, providers of self-financing programmes and other overseas institutions.
 - (3) Schools classified under "Others" include DSS and local private schools while data of Caput schools are included under aided schools.
 - (4) Distribution of figures by districts is not available.
 - (5) Figures of the 2016/17 school year are not yet available.

- End -

CONTROLLING OFFICER'S REPLY**EDB541****(Question Serial No. 3657)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (3) Primary Education, (4) Secondary Education, (6) Other Educational Services and Subsidies, (8) Policy and SupportControlling Officer: Permanent Secretary for Education (Mrs Marion LAI)Director of Bureau: Secretary for EducationQuestion:

Please provide the numbers of primary schools and secondary schools which applied to join the Direct Subsidy Scheme (DSS) in the past 5 school years (2012/13 to 2016/17 school years) in the tables below:

Table 1

Districts	Number of aided primary schools which applied to join DSS	Number of aided secondary schools which applied to join DSS	Number of private primary schools which applied to join DSS	Number of private secondary schools which applied to join DSS	Other categories	Total

Table 2

Districts	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	Number of private secondary schools approved to join DSS	Other categories	Total

Asked by: Hon IP Kin-yuen (Member Question No. 117)

Reply:

The number of primary schools and secondary schools which applied to join DSS in the past 5 school years (from the 2012/13 to 2016/17 school years) is as follows.

Table 1

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 <small>Note 1</small>	Number of Private Secondary Schools Having Applied to Join DSS <small>Note 1</small>	Other Categories	Total
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
2016/17	--	0	0	--	--	0	0

Table 2

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 <small>Note 1</small>	Number of Private Secondary Schools Approved to Join DSS <small>Note 1</small>	Other Categories	Total
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
2016/17	--	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.

- End -

CONTROLLING OFFICER'S REPLY

EDB542

(Question Serial No. 3658)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (6) Other Educational Services and Subsidies, (8) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

How many complaint cases about insufficient consultation by aided schools in applying to join the Direct Subsidy Scheme (DSS) in the past 5 school years (2012/13 to 2016/17 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. 117)

Reply:

In the past 5 school years (from the 2012/13 to 2016/17 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.

- End -

CONTROLLING OFFICER'S REPLY**EDB543****(Question Serial No. 3659)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Secondary Education

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

Director of Bureau: Secretary for Education

Question:

With regard to supporting schools to enhance life planning and career guidance services, please provide the following information:

- (a) What other measures have been implemented by the Administration to help schools take forward life planning work in the past year apart from disbursing grants? What are the details and expenditure involved?
- (b) Following last year's announcement to allow schools to turn the Senior Secondary Curriculum Support Grant (SSCSG) and the Career and Life Planning Grant (CLPG) into regular teaching posts, what support will be provided by the Administration to enhance career guidance services and teacher training?
- (c) As at 2016/17, how many schools have turned the SSCSG and CLPG into regular teaching posts?

Asked by: Hon IP Kin-yuen (Member Question No. 118)

Reply:

(a) & (b) The Education Bureau (EDB) has continued to provide a range of measures to strengthen the implementation of life planning education (LPE) at schools. Apart from the provision of the Career and Life Planning Grant (CLPG), EDB provides training and support to enhance teachers' professional capacity in implementing LPE, such as increasing the number of structured teacher training places, organising seminars / workshops on specific themes and promoting professional exchanges among schools and teachers. School visits are also conducted to provide professional advice to schools to strengthen their LPE. In addition, career exploration activities are provided to students through the Business-School Partnership Programme to enable students to acquire an early sense of the workplace. Information on further studies and career opportunities are disseminated on the webpage. In view of the positive feedback on work experience programmes, a large-scale "Work Experience Movement (WEM)" has been launched in the 2016/17 school year. As at February 2017, more than 200 enterprises / organisations have joined the movement, offering some 1 100 places of work experience activities for our secondary students. To strengthen professional development of teachers and provide career exploration activities on a district basis, EDB has also set up District Development Networks (DDN) in the 2016/17 school year. It is expected that DDN will be extended to all other districts in a few years' time. The expenditure involved is subsumed under EDB's recurrent expenditure.

With effect from the 2016/17 school year, schools are allowed to turn the Senior Secondary Curriculum Support Grant (SSCSG) and CLPG into regular teaching posts. This measure can facilitate the consolidation of school-based experience and provide more stable teacher manpower for schools in implementing LPE. To facilitate schools' smooth transition and gainful deployment of the new teaching

post, schools which have converted CLPG into regular teaching posts in the 2016/17 or 2017/18 school year are provided with the Transitional Career and Life Planning Grant, at the amount of \$100,000.

(c) In the 2016/17 school year, slightly more than 230 public sector secondary schools have turned either or both of SSCSG and CLPG into regular teaching posts.

- End -

CONTROLLING OFFICER'S REPLY**EDB544****(Question Serial No. 3663)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) 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 (2012/13 to 2016/17) and 2017/18; 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 (2012/13 to 2016/17) and 2017/18?

Asked by: Hon IP Kin-yuen (Member Question No. 122)

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 \$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, \$845.08 million (of which \$33.27 million is from Language Fund) in 2015-16 financial year, and \$877.45 million (of which \$33.86 million is from Language Fund) in 2016-17 financial year.

In 2017-18 financial year, we will continue to improve the teaching and learning of English Language in primary and secondary schools. The estimated expenditure in 2017-18 is \$907.61 million, of which \$35.1 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 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.
*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.

No.	Name of Project	Details
*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.	Resources for teachers	To enhance teachers' professional knowledge and skills and to provide suggestions on specific areas of learning and teaching.
D. Creating a facilitating environment for English learning		
1.	The Native-speaking English Teacher (NET) Scheme for Primary Schools (PNET Scheme)	NETs collaborate with local English teachers (LETs) to provide a rich and authentic language environment for students in public sector primary schools to learn and use English. To enhance students' literacy experience, a range of language activities, such as debating, drama, digital storytelling and puppetry, is developed and promoted through the collaboration between NETs, LETs and support officers from EDB. In general, an eligible public sector primary school operating six or more classes is provided with a NET.

No.	Name of Project	Details
2.	The Enhanced Native-speaking English Teacher (NET) Scheme in Secondary Schools (ENET Scheme)	NETs work with local English teachers to enrich the English language learning 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 (2012-13 to 2016-17 financial years) and the estimated expenditure for the 2017-18 financial year of the PNET Scheme and the ENET Scheme are tabulated as below:

	Expenditure (\$Million)					
	12-13	13-14	14-15	15-16	16-17 #	17-18 (estimated)
PNET Scheme	328.5	336.3	357.0	376.4	335.8	426.0
Enhanced NET Scheme in Secondary Schools	357.9	350.6	371.2	381.6	339.2	433.9

as at 31 January 2017

- End -

CONTROLLING OFFICER'S REPLY**EDB545****(Question Serial No. 3664)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

The Education Bureau states that it will provide professional support, where appropriate, to schools for national education. In this connection, please list the professional development programmes and Mainland exchange activities to provide professional support to principals and teachers for national education in the past 5 years (2012/13 to 2016/17) and the year ahead (2017/18), including the names of the programmes, programme locations, the Mainland or overseas government departments and organisations involved, the details of programme, as well as the expenditures involved.

Asked by: Hon IP Kin-yuen (Member Question No. 123)

Reply:

Curriculum elements of moral, civic and national education, under the over-arching notion of values education, are incorporated into 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 subsumed under the recurrent expenditure of the Education Bureau (EDB), we are not able to provide a separate breakdown of the professional support to schools in the past 5 school years (2012/13 to 2016/17) and the school year ahead (2017/18).

Besides, EDB provided various Mainland exchange activities for principals and teachers, such as 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) with the aim to widening their horizons and deepening their understanding of the development in different aspects of the Mainland. These programmes cover different provinces and cities in the Mainland.

Expenditure on Mainland exchange activities for principals and teachers in the past 5 years (2012/13 to 2016/17) and the year ahead (2017/18) is as follows:

School year	Expenditure (\$ million) @
2012/13	1.0
2013/14	1.3
2014/15	1.1
2015/16 [#]	1.5
2016/17 [*]	2.0
2017/18 ⁺⁺	1.9

- @ Staffing resources in the provision of these activities 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**EDB546****(Question Serial No. 3665)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies, (8) 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 2012/13 to 2016/17 and the amount of annual funding;
2. Please set 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 the EDB during the school years from 2012/13 to 2016/17; 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 2016/17, 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. 124)

Reply:

1. "National Education" was one of the QEF priority themes from April 2008 to March 2013. Starting from April 2013, projects relating to national education have been included into the priority theme of "Values Education". Expenditure on "National Education" from the 2012/13 to 2016/17 school years is as follows:

School Year	Expenditure (\$million)
2012/13	3.1
2013/14	2.5
2014/15	4.9
2015/16 [#]	0.9
2016/17 [*]	0

[#] Actual figure revised from last year's estimates

^{*} Provisional figure

2. Curriculum elements of moral, civic and national education, under the over-arching notion of values education, are incorporated into 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 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 subsumed under the recurrent expenditure of the Education Bureau (EDB), expenditure in respect of subsidising Mainland exchange programmes for primary and secondary school teachers and students can be separately identified and that from the 2012/13 to 2016/17 school years is as follows:

School Year	Expenditure (\$million) [@]	
	Programmes for students	Programmes for teachers
2012/13	33.0	1.0
2013/14	37.2	1.3
2014/15	52.7	1.1
2015/16 [#]	61.9	1.5
2016/17 [*]	70.0	2.0

[@] Staffing resources in the provision of Mainland exchange programmes are subsumed under the recurrent expenditure of EDB

[#] Actual figures revised from last year's estimates

^{*} Provisional figures

3. The EDB-commissioned Mainland exchange programmes are conducted through the prescribed procurement procedures. The non-government organisations (NGOs) involved and the number of programmes they provided are as follows:

School Year	NGOs* involved	No. of programmes 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 Enterprise 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
2016/17	Wofoo Social Enterprise 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

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**EDB547****(Question Serial No. 3666)**

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 (2012/13 to 2016/17).

(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 (2012/13 to 2016/17).

Asked by: Hon IP Kin-yuen (Member Question No. 125)

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 (2012/13 to 2016/17) are listed below:

Year	HKDSE \$ m Surplus / (Deficit)	HKALE \$ m Surplus / (Deficit)	Other Examination Services \$ m Surplus / (Deficit)
2012/13	12.2	(6.3)	54.9
2013/14	(25.6)	-	33.0
2014/15	(44.2)	-	38.1
2015/16	(57.0)	-	37.3
2016/17 (Forecast)	(71.7)	-	42.2

Notes:

- HKEAA's financial year runs from 1 September to 31 August.
- 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	2012/13	2013/14	2014/15	2015/16
Less than \$500,000	-	-	-	-
\$500,001 to \$1,000,000	-	-	-	-
\$1,000,001 to \$1,500,000	-	-	-	-
\$1,500,001 to \$2,000,000	2	-	-	-
\$2,000,001 to \$2,500,000	2	4	3	3
\$2,500,001 to \$3,000,000	1	1	1	-
\$3,000,001 to \$3,500,000	-	-	-	1

Notes:

1. HKEAA's financial year runs from 1 September to 31 August.
2. The year 2016/17 of HKEAA closes on 31 August 2017 and thus the information for 2016/17 is not yet available.

- End -

CONTROLLING OFFICER'S REPLY

EDB548

(Question Serial No. 3667)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (6) Other Educational Services and Subsidies, (8) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

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) whether the Administration has assessed the number of primary and secondary schools to be benefitted from the above policy in the 2017/18 school year; whether the Administration has objective indicators in determining the number of benefitted schools; whether the indicators will be adjusted in the future?

(b) 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-mentioned ratio of educational psychologist to school?

Asked by: Hon IP Kin-yuen (Member Question No. 126)

Reply:

(a) to (b)

The Government has further enhanced the School-based Educational Psychology Service (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. In the 2016/17 school year, a total of 30 primary and secondary schools are receiving 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) has accorded 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 and the provision of EPs in the market. As and when necessary, we will liaise with local universities for meeting the manpower demand, in order to continuously enhance the support to schools in catering for students' diverse needs.

- End -

CONTROLLING OFFICER'S REPLY**EDB549****(Question Serial No. 3668)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (6) Other Educational Services and Subsidies, (8) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

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 the following:

(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) Will the Government consider further extending the pilot project to cover all secondary and primary schools in Hong Kong and regularising the pilot project?

Asked by: Hon IP Kin-yuen (Member Question No. 127)

Reply:

A total of 124 public sector mainstream schools, including 59 primary schools and 65 secondary schools, have participated in the three-year Pilot Project on Special Educational Needs Coordinators (the pilot project) funded by the Community Care Fund 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 yearly during the pilot 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 special educational needs coordinators (SENCOs) and evaluation of the pilot project. We are unable to provide a breakdown of the funding provision by primary and secondary schools as some costs, such as the training cost, are for both primary and secondary schools as a whole.

As mentioned above, the Education Bureau (EDB) has commissioned an experienced overseas consultant to evaluate the effectiveness of the pilot project and gain more understanding about the implementation of the pilot project in schools at different levels as well as making feasible recommendations on the way forward. EDB will consider the way forward for the provision of SENCOs in the public sector mainstream primary and secondary schools with reference to the recommendations of the overseas consultant.

- End -

CONTROLLING OFFICER'S REPLY**EDB550****(Question Serial No. 3669)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (5) Special Education

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

Director of Bureau: Secretary for Education

Question:

Please provide the following information regarding regular and non-regular teachers in government and aided secondary, primary and special schools in each of the past 5 school years:

- (a) median age and mean age; and
- (b) wastage rate.

Asked by: Hon IP Kin-yuen (Member Question No. 128)

Reply:

(a) & (b)

The median age, mean age and wastage rate of the regular teachers (i.e. those filling the posts under the approved teaching establishment) and non-regular teachers in government primary schools, aided primary schools, government secondary schools, aided secondary schools and special schools for the school years from 2012/13 to 2016/17 are as follows:

Government Primary Schools

School Year	Regular Teachers			Non-regular Teachers		
	Median Age	Mean Age	Wastage Rate (%)	Median Age	Mean Age	Wastage Rate (%)
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	44	45	2.5	34	36	17.9
2016/17 (Estimate)	45	45	2.8	34	36	16.6

Aided Primary Schools

School Year	Regular Teachers			Non-regular Teachers		
	Median Age	Mean Age	Wastage Rate (%)	Median Age	Mean Age	Wastage Rate (%)
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	40	40	3.5	27	30	16.5
2016/17 (Estimate)	40	41	3.1	27	30	13.5

Government Secondary Schools

School Year	Regular Teachers			Non-regular Teachers		
	Median Age	Mean Age	Wastage Rate (%)	Median Age	Mean Age	Wastage Rate (%)
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	46	46	5.1	30	32	22.6
2016/17 (Estimate)	46	46	4.7	30	33	17.0

Aided Secondary Schools

School Year	Regular Teachers			Non-regular Teachers		
	Median Age	Mean Age	Wastage Rate (%)	Median Age	Mean Age	Wastage Rate (%)
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	43	42	3.7	28	30	12.8
2016/17 (Estimate)	43	43	3.4	29	30	12.0

Special Schools

School Year	Regular Teachers			Non-regular Teachers		
	Median Age	Mean Age	Wastage Rate (%)	Median Age	Mean Age	Wastage Rate (%)
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	39	40	6.2	30	33	22.4
2016/17 (Estimate)	39	41	5.6	30	32	37.7

- End -

CONTROLLING OFFICER'S REPLY

EDB551

(Question Serial No. 3670)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not specified
Programme: (2) Pre-primary Education
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 2012/13 to 2016/17.

Asked by: Hon IP Kin-yuen (Member Question No. 129)

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 2012/13 to 2016/17 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)				
		2012/13 school year	2013/14 school year	2014/15 school year	2015/16 school year	2016/17 school year
HKIVE	VTC-funded	327 (\$54,300 - \$71,500)	487 (\$60,500)	481 (\$63,140)	488 (\$63,140)	542 (\$63,140)
EdUHK	UGC-funded	243 (\$30,080 - \$45,120)	226 (\$30,080 - \$45,120)	276 (\$30,080)	340 (\$30,080)	336 (\$30,080)
HKBU	Non-subsidised (Self-financed)	155 (\$133,955 - \$137,340)	127 (\$133,955 - \$137,340)	--	--	--
OpenU	Non-subsidised (Self-financed)	248 (\$86,000)	302 (\$62,000 - \$90,000)	413 (\$63,360 - \$96,000)	490 (\$69,366 - \$102,000)	348 (\$70,488 - \$107,400)
Yew Chung	Non-subsidised (Self-financed)	--	--	60 (\$126,300)	110 (\$129,800)	109 (\$134,000)
Caritas	Non-subsidised (Self-financed)	--	--	--	58 (\$92,000)	55 (\$106,000)
TWC	Non-subsidised (Self-financed)	--	--	--	--	34 (\$118,800)

In-service C(ECE)						
Course provider	Financing Mode	No. of intake (Tuition fee per course in brackets)				
		2012/13 school year	2013/14 school year	2014/15 school year	2015/16 school year	2016/17 school year
HKIVE	Non-subsidised (Self-financed)	52 (\$71,190)	--	--	--	--
EdUHK	UGC-funded	114 (Free)	70 (Free)	37 (Free)	29 (Free)	20 (Free)
HKBU	Non-subsidised (Self-financed)	19 (\$66,150)	--	--	--	--
OpenU	Non-subsidised (Self-financed)	102 (\$60,000 - \$86,000)	85 (\$62,000 - \$90,000)	70 (\$63,360 - \$96,000)	58 (\$69,366 - \$102,000)	110 (\$70,488 - \$107,400)

(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)				
		2012/13 school year	2013/14 school year	2014/15 school year	2015/16 school year	2016/17 school year
EdUHK	UGC-funded	46 (\$168,400 - \$210,500)	31 (\$168,400 - \$210,500)	27 (\$168,400 - \$210,500)	25 (\$168,400 - \$210,500)	24 (\$210,500)
HKBU	Non-subsidised (Self-financed)	--	--	270 (\$100,925 - \$234,880)	238 (\$100,925 - \$234,880)	139 (\$234,880)

In-service BEd(ECE)						
Course provider	Financing Mode	No. of intake (Tuition fee per course in brackets)				
		2012/13 school year	2013/14 school year	2014/15 school year	2015/16 school year	2016/17 school year
EdUHK	UGC-funded	405 (\$84,300)	367 (\$84,300)	466 (\$84,300)	391 (\$84,300)	390 (\$84,300 - \$112,400)
HKBU	Non-subsidised (Self-financed)	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)	67 (\$134,400 - \$268,800)
OpenU	Non-subsidised (Self-financed)	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)	136 (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)				
		2012/13 school year	2013/14 school year	2014/15 school year	2015/16 school year	2016/17 school year
HKBU	Non-subsidised (Self-financed)	38 (\$65,000)	38 (\$65,000)	31 (\$65,000)	34 (\$65,000)	35 (\$65,000)
CUHK	UGC-funded	--	--	--	--	9 (\$42,100)
EdUHK	UGC-funded	--	--	--	--	11 (\$42,100)
HKU	UGC-funded	--	--	--	--	10 (\$42,100)

In-service PGDE(ECE)						
Course provider	Financing Mode	No. of intake (Tuition fee per course in brackets)				
		2012/13 school year	2013/14 school year	2014/15 school year	2015/16 school year	2016/17 school year
EdUHK	UGC-funded	80 (\$42,100)	80 (\$42,100)	126 (\$42,100)	119 (\$42,100)	90 (\$42,100)
HKBU	Non-subsidised (Self-financed)	29 (\$65,000)	36 (\$65,000)	36 (\$65,000)	38 (\$65,000)	32 (\$65,000)
HKU	UGC-funded	27 (\$42,100)	26 (\$42,100)	26 (\$42,100)	25 (\$42,100)	25 (\$42,100)
CUHK	UGC-funded	--	--	--	--	12 (\$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.

Key:

HKIVE - Hong Kong Institute of Vocational Education

EdUHK - The Education University of Hong Kong

HKBU - Hong Kong Baptist University

HKU - The University of Hong Kong

OpenU - The Open University of Hong Kong

CUHK - The Chinese University of Hong Kong

Yew Chung - Yew Chung Community College

Caritas - Caritas Institute of Community Education – Hung Hom

TWC - Tung Wah College

VTC - Vocational Training Council

UGC - University Grants Committee

- End -

CONTROLLING OFFICER'S REPLY**EDB552****(Question Serial No. 3671)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

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 2016/17 school year by student intake as follows:

1. 90 or below
2. 91 to 180
3. 181 to 270
4. Above

Asked by: Hon IP Kin-yuen (Member Question No. 130)

Reply:

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 2016/17 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	122	108	82
91 to 180	121	49	140
181 to 270	4	47	141
Above 270	0	118	82

Among the above KGs with WD classes, the number of Former Aided Child Care Centres (FACs) (Note) by student enrolment in the 2016/17 school year is tabulated as follows:

Student enrolment	Number of FACs
90 or below	127
91 to 180	117
181 to 270	2
Above 270	0

Note: Long WD services refer to FACs operated under the Social Welfare Department before harmonisation. They usually operate longer service hours.

- End -

CONTROLLING OFFICER'S REPLY**EDB553****(Question Serial No. 4833)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

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 students from 2014/15 to 2016/17;

Number of enrolled NCS students	Number of kindergartens
0	
1-7	
8-25	
26-50	
51-75	
76-90	
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 from 2014/15 to 2016/17;

Number of enrolled ethnic minority students	Number of kindergartens
0	
1-7	
8-25	
26-50	
51-75	
76-90	
More than 90	

- (c) The respective numbers of kindergartens where non-Chinese speaking students account for 0%, 1% to 30%, 31% to 50%, 51% to 70%, 71% to 90% and more than 90% of the student population from 2014/15 to 2016/17; and

Percentage of NCS students	Number of kindergartens
0%	
1%-30%	
31%-50%	
51%-70%	
71%-90%	

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 from 2014/15 to 2016/17.

Percentage of ethnic minority students	Number of kindergartens
0%	
1%-30%	
31%-50%	
51%-70%	
71%-90%	
More than 90%	

- (e) The number of ethnic minority kindergarteners who are non-Chinese speaking from school year 2014/15 to 2016/17;
- (f) The breakdown of non-Chinese speaking kindergarteners by ethnicity from school year 2014/15 to 2016/17

Asked by: Hon IP Kin-yuen (Member Question No. 131)

Reply:

At present, all kindergartens (KGs) in Hong Kong are privately run and the 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 KGs with non-Chinese speaking (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 KGs from the 2014/15 to 2016/17 school years are tabulated at Appendices 1 and 2 respectively. For planning of education support, we collect information on the number of NCS students and EM students. Their respective numbers from the 2014/15 to 2016/17 school year are tabulated at Appendix 3. For breakdown of the figures by ethnicity, we compile the information on the basis of the EM students, instead of NCS students. The number of EM students by ethnicity from the 2014/15 to 2016/17 school years is tabulated at Appendix 4. The two sets of data on NCS and EM students are not comparable since definition of NCS students is based on the language spoken at home instead of ethnicity of the students.

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 from the 2014/15 to 2016/17 School Years

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
2014/15	Number of kindergartens	421	319	124	47	25	8	34
	Percentage of NCS students among all students of the kindergartens	-	0.1%-62.5%	0.9%-100.0%	4.3%-100.0%	15.5%-100.0%	29.1%-100.0%	17.0%-100.0%
2015/16	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%
2016/17	Number of kindergartens	435	314	149	48	26	7	35
	Percentage of NCS students among all students of the kindergartens	-	0.1%-75.0%	0.7%-100.0%	6.9%-100.0%	17.3%-100.0%	29.2%-100.0%	12.2%-100.0%

Notes:

1. Figures refer to the position as at mid-September of the respective years.
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 from the 2014/15 to 2016/17 School Years**

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
2014/15	Number of kindergartens	360	378	136	46	27	3	28
	Percentage of EM students among all students of the kindergartens	-	0.2%-55.6%	1.1%-100.0%	4.5%-100.0%	15.5%-100.0%	42.6%-97.5%	11.1%-100.0%
2015/16	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%
2016/17	Number of kindergartens	359	394	152	51	24	5	29
	Percentage of EM students among all students of the kindergartens	-	0.1%-75.0%	0.7%-100.0%	6.9%-100.0%	17.3%-98.7%	67.5%-100.0%	10.9%-100.0%

Notes:

1. Figures refer to the position as at mid-September of the respective years.
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.

**Number of ethnic minority (EM) students and
non-Chinese speaking (NCS) students studying in kindergartens
from the 2014/15 to 2016/17 School Years**

School Year	Number of EM Students	Number of NCS Students
2014/15	10 368	11 933
2015/16	10 481	11 982
2016/17	10 708	12 240

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.
3. EM Students cover ethnic minorities regardless of their spoken language.
4. NCS Students cover those students who are non-Chinese speaking based on the spoken language at home.
5. The above data cover both local and non-local kindergartens.

**Number of ethnic minority students by ethnicity
studying in kindergartens
from the 2014/15 to 2016/17 school years**

	2014/15	2015/16	2016/17
Indonesian	76	97	103
Filipino	641	626	584
Indian	1 078	1 142	1 242
Pakistani	1 486	1 503	1 515
Nepalese	954	966	978
Japanese	772	756	738
Thai	104	80	107
Korean	284	261	310
Other Asian	429	386	338
White	3 245	3 220	3 251
Others	1 299	1 444	1 542
Total	10 368	10 481	10 708

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.
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

EDB554

(Question Serial No. 4834)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education, (6) Other Educational Services and Subsidies, (8) Policy and Support

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 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 2016/17, 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 and 2016/17;
- (c) The number of non-Chinese speaking students attending each of these support programmes in 2015/16 and 2016/17;
- (d) The list of non-governmental organisations or academic institutions that receive funding from the Education Bureau to specifically provide support programmes to non-Chinese students' learning of Chinese Language and other subjects in 2015/16 and 2016/17 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 these support programmes referred to in (d) in 2015/16 and 2016/17.
- (f) How does the EDB monitor the effectiveness of these programmes? Does the EDB have a list of indicators to evaluate the programmes? How are the students' progress tracked?

Asked by: Hon IP Kin-yuen (Member Question No. 132)

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 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 and 2016/17 school years.

(d), (e) and (f)

The NGOs / academic institutions that receive funding from EDB in the 2015/16 and 2016/17 school years 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. Evaluation and monitoring of the programmes is conducted by various means such as observations, meetings with service providers, reports submitted by service providers etc. and EDB will continue to review the programmes to ensure that they best suit the needs of participants.

NGOs / academic institutions	Target participants	Expenditure (\$ million, round up to nearest one decimal)	
		2015/16 (Actual)	2016/17 (Estimate)
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	3.9
(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	1.6 0.7 (funded by the Language Fund)	1.1 0.6 (funded by the Language Fund)
Caritas - Hong Kong to organise "Pilot Project on Providing Career-related Experience for NCS students in Secondary Schools"	NCS students of senior secondary levels	1.9	2.4
(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	7.0 1.5 (funded by the Education Development Fund)	11.5 1.5 (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**EDB555****(Question Serial No. 4837)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (8) 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 non-Chinese speaking students who have participated in Primary One Admission (POA) System in each of the school years from 2013/14 to 2016/17 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 2016/17;
- (c) The percentage of students in (b) admitted by the 8 primary schools in Appendix 3 of the "Application Form for Admission to Primary One"
- (d) 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 2016/17;
- (e) The percentage of students in (d) admitted by the 8 primary schools in Appendix 3 of the "Application Form for Admission to Primary One"

(a), (b) and (c): NCS students who:	2014/15	2015/16	2016/17
1. Studied in K3			
2. Participated in POA			
3. Gained admission through Discretionary Places Admission stage			
4. Students in (3) who were admitted to the 8 schools on Appendix 3			
5. Gained admission through Central Allocation stage			
6. Students in (5) who were admitted to the 8 schools on Appendix 3			

- (f) 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 2016/17 and their percentage among all non-Chinese speaking students in P.6 in those school years;
- (g) 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 2016/17;
- (h) 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 2014/15 to 2016/17;

(d), (e) and (f):	2014/15	2015/16	2016/17
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NCS students who:			
Studied in P6			
Participated in SSPA			
Gained admission through Discretionary Places Admission stage			
Gained admission through Central Allocation stage			

- (i) The numbers of non-Chinese speaking students admitted into Primary 1 and Secondary 1 of Direct Subsidies Scheme (DSS) schools each of the years from 2013/14 to 2016/17 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. 135)

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 children studying in kindergartens (including kindergarten-cum-child care centres) at Kindergarten 3 level is 3 173, 3 196, 3 075 and 3 075 in the 2013/14, 2014/15, 2015/16 and 2016/17 school years respectively. The number of NCS students participating in the Primary One Admission (POA) 2014 (for admission in the 2014/15 school year), POA 2015 (for admission in the 2015/16 school year) and POA 2016 (for admission in the 2016/17 school year) is 1 202, 1 199 and 1 270 respectively. POA 2017 has not yet completed and relevant figures for the 2017/18 school year are not available.

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), POA 2015 (for admission in the 2015/16 school year) and POA 2016 (for admission in the 2016/17 school year) is 728, 752 and 763 respectively. POA 2017 has not yet completed and relevant figures for the 2017/18 school year are not available.
- (c) The percentage of NCS students who were admitted through the “Discretionary Places” stage to the eight schools traditionally admitting more NCS students in POA 2014 (for admission in the 2014/15 school year), POA 2015 (for admission in the 2015/16 school year) and POA 2016 (for admission in the 2016/17 school year) is 32.0%, 31.1% and 29.5% respectively. POA 2017 has not yet completed and relevant figures for the 2017/18 school year are not available.
- (d) 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), POA 2015 (for admission in the 2015/16 school year) and POA 2016 (for admission in the 2016/17 school year) is 474, 447 and 507 respectively. POA 2017 has not yet completed and relevant figures for the 2017/18 school year are not available.
- (e) The percentage of NCS students who were allocated a Primary 1 place at the “Central Allocation” stage to the eight schools traditionally admitting more NCS students in POA 2014 (for admission in the 2014/15 school year), POA 2015 (for admission in the 2015/16 school year) and POA 2016 (for admission in the 2016/17 school year) is 27.8%, 28.0% and 28.0% respectively. POA 2017 has not yet completed and relevant figures for the 2017/18 school year are not available.
- (f) The number of Primary 6 NCS students participating in the Secondary School Places Allocation (SSPA) 2014 (for admission in the 2014/15 school year), SSPA 2015 (for admission in the 2015/16 school year) and SSPA 2016 (for admission in the 2016/17 school year) is 1 398, 1 435 and 1 390 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%, 96.6% and 94.5% in the respective years. SSPA 2017 has not yet completed and relevant figures for the 2017/18 school year are not available.

- (g) 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), SSPA 2015 (for admission in the 2015/16 school year) and SSPA 2016 (for admission in the 2016/17 school year) is 874, 893 and 947 respectively. SSPA 2017 has not yet completed and relevant figures for the 2017/18 school year are not available.
- (h) The number of Primary 6 NCS students who were allocated a Secondary 1 place at the “Central Allocation” stage in SSPA 2015 (for admission in the 2015/16 school year) and SSPA 2016 (for admission in the 2016/17 school year) is 542 and 443 respectively. SSPA 2017 has not yet completed and relevant figures for the 2017/18 school year are not available.
- (i) The number of NCS students who were admitted to Primary 1 in DSS schools in the 2013/14, 2014/15, 2015/16 and 2016/17 school years is 195, 188, 192 and 177 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%, 12.1% and 11.2% in the 2013/14, 2014/15, 2015/16 and 2016/17 school years respectively.

As for Secondary 1, the number of NCS students who were admitted to DSS schools in the 2013/14, 2014/15, 2015/16 and 2016/17 school years is 773, 768, 767 and 790 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%, 44.3% and 47.9% in the 2013/14, 2014/15, 2015/16 and 2016/17 school years respectively.

- End -

CONTROLLING OFFICER'S REPLY

EDB556

(Question Serial No. 4838)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (8) 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) 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, 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 2016/17;
- (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 EDB in each of the years from 2014/15 to 2016/17;
- (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 2016/17;
- (g) The number of non-Chinese speaking parents attending each of the types of event mentioned in (f);
- (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 2016/17 and the number of these complaints substantiated and the number of these complaints unsubstantiated in each of these years.

Asked by: Hon IP Kin-yuen (Member Question No. 136)

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, 2015/16 and 2016/17 school years, a total of 173, 197 and 216 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 parents of NCS students. On the other hand, diversified modes of education-related programmes including seminars, briefing sessions, workshops, etc. for parents of NCS students 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 parents of NCS students on, among others, student financial assistance schemes, quality kindergarten education, admission arrangements for K1 classes in kindergartens, 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 parents of NCS students and/or their children better understand our school system, major education policies and related support services; encourage parents of NCS students to send their children to schools with an immersed Chinese language environment; and facilitate parents of NCS students to make informed school choices. Besides, starting from 2013, the Summer Bridging Programme for NCS students has been refined to allow parents of NCS students 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, 240 and 190 parents of NCS students participated in the programme in 2014, 2015 and 2016 respectively. In tandem, the Chinese Language Learning Support Centres also organise workshops for parents of NCS students with a view to strengthening collaboration with them in the support for NCS students’ learning of Chinese. About 160 parents of NCS students have participated in the parent workshops since the 2014/15 school years. 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 parents of NCS students, involving different parties including schools, tertiary institutions, and non-governmental organisations, related statistics on participation of parents of NCS students are not available.

- (h) From the 2014/15 to 2016/17 school years, EDB has not received any complaints regarding NCS students’ learning of the Chinese language or education-related programmes, seminars or workshops for parents of NCS students. 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 their parents are not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB557

(Question Serial No. 4839)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not specified
Programme: (4) Secondary Education, (8) 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 non-attendance non-Chinese speaking students in each of the grade levels from S1 to S6 in 2015/16;
- (b) The number of non-attendance ethnic minority speaking students in each of the grade levels from S1 to S6 in 2015/16;
- (c) The number of non-attendance students in each of the grade levels from S1 to S6 in 2015/16;
- (d) If such data disaggregated by language and ethnicity is not available, the reasons for it;
- (e) The number of non-Chinese speaking students dropping out in each of the grade levels from S4 to S6 from 2014/15 to 2016/17;
- (f) The number of ethnic minority students dropping out in each of the grade levels from S4 to S6 from 2014/15 to 2016/17;
- (g) 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; and
- (h) Details of any support, including the amount of funding spent, to non-Chinese speaking and ethnic minority students to provide an alternative pathway for secondary 3 to 5 school leavers and for such school leavers to obtain a formal qualification for the purposes of employment and further study.

Asked by: Hon IP Kin-yuen (Member Question No. 137)

Reply:

(a) to (g)

It is the Government's policy to provide 12-year free primary and secondary education in public sector schools of which universal basic education for children aged between 6 and 15 is compulsory. Schools are required to report to the Education Bureau (EDB) on the 7th day of students' continuous absence, irrespective of their class levels. EDB would provide support services to identified non-attendance cases with a view to bringing students back to school at the earliest opportunity and does not further classify these

cases. The number of non-attendance students at S1 to S6 levels reported in the 2015/16 school year is tabulated below. Information for the 2016/2017 school year is not yet available.

School year Grade level	2015/16
S1	700
S2	595
S3	1 095
S4	1 153
S5	758
S6	11

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 (NCS) students in adapting to the local education system. Towards this end, we have provided various support services to school administrators, teachers and parents to cater for their learning and adaption needs. Where necessary, support for individual cases would be provided by teachers, student guidance personnel or school social workers.

(h)

Generally speaking, EDB subvents full-time Diploma of Vocational Education programmes operated by the Vocational Training Council (VTC) for Secondary 3-5 school leavers, including NCS students. Also, VTC provides different pre-employment programmes dedicated to NCS students for obtaining a formal qualification for the purpose of employment and further study. NCS students can also apply for other non-dedicated pre-employment programmes. 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.

- End -

CONTROLLING OFFICER'S REPLY**EDB558****(Question Serial No. 4840)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (7) Post-secondary, Vocational and Professional Education, (8) Policy and SupportControlling Officer: Permanent Secretary for Education (Mrs Marion LAI)Director of Bureau: Secretary for EducationQuestion:

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 2012/13 to 2016/17 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. 138)Reply:

1. To further support SEN students in the post-secondary sector, the Government has implemented various initiatives in recent years, as detailed below.

(a) To facilitate SEN students to pursue University Grants Committee (UGC)-funded programmes and adapt to campus life, as well as to further promote the inclusive culture, UGC has provided a one-off special grant of \$20 million in total for the eight UGC-funded universities in 2015 to enhance the UGC-funded universities' support for students with SEN, as a means to demonstrate UGC's commitment towards offering equal opportunities to all people, including students with SEN. The grant has been allocated on a pro-rata basis according to the number of students with SEN admitted to individual universities, so that universities may implement additional measures to enhance their support services for students with SEN. The funding is for the eight UGC-funded universities to purchase the necessary aids and equipment to facilitate the study of students with SEN; strengthen training among the academic and administrative staff to enhance their awareness towards students with SEN; and support student bodies to organise events and activities to encourage integration of students with SEN into campus life. Upon conclusion of the scheme, universities are required to deploy resources from the Block Grant to continue with the provision of such measures.

(b) In 2013, the Government made two separate injections of \$20 million into the HKSAR Government Scholarship Fund and the Self-financing Post-secondary Education Fund to establish the Endeavour Merit Award (EMA) and the Endeavour Scholarship (EDS) respectively, in recognition of deserving post-secondary students with special educational needs in their pursuit of excellence in academic and other

areas. Each undergraduate or sub-degree recipient of EMA or EDS will receive scholarship of \$10,000. The number of EMA and EDS recipients in the 2013/14 to 2015/16 academic years is shown at **Annex A**.

(c) Starting from the 2013-14 financial year, a recurrent funding of \$12 million has been allocated to the Vocational Training Council (VTC) to enhance the support services for students with SEN.

(d) 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 conducted by the Student Finance Office of the Working Family and Student Financial Assistance Agency.

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. UGC and the Education Bureau will, among others, continue to maintain liaison with UGC-funded and self-financing institutions to follow up on the provision of support by individual institutions for students with SEN and promote the inclusive culture.

2. The number of students with SEN studying full-time UGC-funded sub-degree and undergraduate programmes, by university and type of disability from the 2012/13 to 2016/17 academic years is at **Annex B**. The number of students with SEN studying in all member institutions of the VTC from the 2012/13 to 2016/17 academic years is at **Annex C**. Since funding for students with special educational needs is subsumed under the Block Grant and recurrent subvention provided for individual UGC-funded universities and VTC respectively, we are not able to provide the actual amount of expenditure on support services for such students.

**Number of recipients of Endeavour Merit Award under the HKSAR Government Scholarship Fund
and that of
Endeavour Scholarship under the Self-financing Post-secondary Education Fund**

Academic Year	2013/14	2014/15	2015/16
Number of recipients of Endeavour Merit Award	50	74	97
Number of Recipients of Endeavour Scholarship	50	75	98

Annex B

**Number of Students with Special Educational Needs (SEN)^(note 1)
Pursuing Full-time UGC-funded Sub-degree and Undergraduate Programmes
from the 2012/13 to 2016/17 Academic Years**

headcount

Level of Study	Type of Disability	University								
		CityU	HKBU	LU	CUHK	EdUHK (formerly HKIEd)	PolyU	HKUST	HKU	Total
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
	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

Level of Study	Type of Disability	University								
		CityU	HKBU	LU	CUHK	EdUHK (formerly HKIED)	PolyU	HKUST	HKU	Total
	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
	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										
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	-	2	1	-	4	4	19
	Autism Spectrum Disorders	2	1	1	1	-	2	3	3	13
	Attention Deficit/ Hyperactivity Disorder	2	1	-	2	1	-	4	3	13
	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

Level of Study	Type of Disability	University								
		CityU	HKBU	LU	CUHK	EdUHK (formerly HKIED)	PolyU	HKUST	HKU	Total
	Mental Illness	7	7	-	8	2	-	13	3	40
	Others ^(note 2)	8	14	3	-	3	22	7	26	83
	Sub-total	41	55	13	42	17	35	52	84	339
Total		44	55	13	42	17	41	52	84	348
2016/17 Academic Year (Provisional)										
Sub-degree	Specific Learning Difficulties	1	-	-	-	-	-	-	-	1
	Attention Deficit/ Hyperactivity Disorder	1	-	-	-	-	-	-	-	1
	Hearing Impairment	1	-	-	-	1	-	-	-	2
	Mental Illness	-	-	-	-	1	-	-	-	1
	Others ^(note 2)	-	-	-	-	-	8	-	-	8
	Sub-total	3	-	-	-	2	8	-	-	13
Undergraduate	Specific Learning Difficulties	4	2	-	7	3	-	5	9	30
	Autism Spectrum Disorders	3	1	2	5	-	-	4	3	18
	Attention Deficit/ Hyperactivity Disorder	1	-	-	3	1	-	9	5	19
	Physical Disability	10	3	3	9	1	6	3	13	48
	Visual Impairment	2	-	2	4	2	4	6	12	32
	Hearing Impairment	7	2	4	17	4	12	9	28	83
	Speech and Language impairment	-	-	-	1	-	2	3	2	8
	Mental Illness	6	1	-	12	2	1	12	5	39
	Others ^(note 2)	7	10	1	9	3	22	8	30	90
	Sub-total	40	19	12	67	16	47	59	107	367
Total		43	19	12	67	18	55	59	107	380

Notes:

- Figures are compiled based on the data provided by the UGC-funded universities 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 universities 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
EdUHK	The Education University of Hong Kong
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 2012/13 to 2016/17 Academic Years**

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 - 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

		<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - Specific Learning Difficulties - Autism Spectrum Disorders - Hearing Impairment
School for Higher and Professional Education	17	<ul style="list-style-type: none"> - Specific Learning Difficulties - Autism Spectrum Disorders - Physical Handicap - Hearing Impairment - Others
Hong Kong Institute of Vocational Education / Hong Kong Design Institute	421	<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	478	<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	36	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - Specific Learning Difficulties - Autism Spectrum Disorders - Attention Deficit / Hyperactive Disorder
School for Higher and Professional Education	9	<ul style="list-style-type: none"> - 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	<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	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

2016/17 Academic Year (Provisional)

Member Institution	No. of Students with SEN (Note)	Types of SEN
Technological and Higher Education Institute of Hong Kong	18	<ul style="list-style-type: none"> - Specific Learning Difficulties - Autism Spectrum Disorders - Attention Deficit / Hyperactive Disorder - Hearing Impairment - Speech Impairment - Others
School for Higher and Professional Education	12	<ul style="list-style-type: none"> - Specific Learning Difficulties - Autism Spectrum Disorders - Physical Handicap - Others
Hong Kong Institute of Vocational Education / Hong	572	<ul style="list-style-type: none"> - Specific Learning Difficulties - Autism Spectrum Disorders

Kong Design Institute		<ul style="list-style-type: none"> - Attention Deficit / Hyperactive Disorder - Physical Handicap - Visual Impairment - Hearing Impairment - Speech Impairment - Others
Youth College	639	<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
Hospitality Industry Training and Development Centre / Chinese Cuisine Training Institute / International Culinary Institute	77	<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**EDB559****(Question Serial No. 4841)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies, (7) Post-secondary, Vocational and Professional Education, (8) Policy and Support

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, the expenditure involved and rate of change; and

(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. 139)

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 universities, 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 universities. 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 allocations by university 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. The Self-financing Post-secondary Scholarship Scheme (SPSS) under SPEF provides scholarships for outstanding students of full-time locally-accredited self-financing sub-degree and undergraduate programmes. The allocation of scholarships under SPSS 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				
		2012/13^{Note 1}	2013/14^{Note 2}	2014/15	2015/16	2016/17^{Note 3}
City University of Hong Kong	No. of scholarships/awards / Rate of change (%)	331 (+360%)	418 (+26%)	454 (+9%)	504 (+11%)	151
	Amount of scholarships/awards allocated (\$) / Rate of change (%)	\$8,500,000 (+117%)	\$10,060,000 (+18%)	\$10,660,000 (+6%)	\$11,120,000 (+4%)	\$8,200,000
Hong Kong Baptist University	No. of scholarships/awards / Rate of change (%)	169 (+323%)	253 (+50%)	271 (+7%)	289 (+6%)	73
	Amount of scholarships/awards allocated (\$) / Rate of change (%)	\$4,530,000 (+95%)	\$5,700,000 (+26%)	\$5,800,000 (+2%)	\$5,890,000 (+2%)	\$3,830,000
Lingnan University	No. of scholarships/awards / Rate of change (%)	76 (+322%)	106 (+39%)	116 (+9%)	116 (+0%)	29
	Amount of scholarships/awards allocated (\$) / Rate of change (%)	\$1,910,000 (+84%)	\$2,290,000 (+20%)	\$2,300,000 (+0.4%)	\$2,220,000 (-3%)	\$1,350,000
The Chinese University of Hong Kong	No. of scholarships/awards / Rate of change (%)	457 (+348%)	651 (+42%)	751 (+15%)	804 (+7%)	189
	Amount of scholarships/awards allocated (\$) / Rate of change (%)	\$11,820,000 (+96%)	\$15,050,000 (+27%)	\$16,400,000 (+9%)	\$16,960,000 (+3%)	\$11,260,000
The Education University of Hong Kong	No. of scholarships/awards / Rate of change (%)	128 (+412%)	182 (+42%)	195 (+7%)	196 (+0.5%)	53
	Amount of scholarships/awards allocated (\$) / Rate of change (%)	\$2,890,000 (+129%)	\$3,660,000 (+27%)	\$3,830,000 (+5%)	\$3,810,000 (-0.5%)	\$2,300,000
The Hong	No. of scholarships/awards / Rate of change	431 (+292%)	678 (+57%)	763 (+13%)	797 (+4%)	228

Institution		Academic Year				
		2012/13 ^{Note 1}	2013/14 ^{Note 2}	2014/15	2015/16	2016/17 ^{Note 3}
Kong Polytechnic University	(%)					
	Amount of scholarships/awards allocated (\$)/ Rate of change (%)	\$9,920,000 (+97%)	\$14,010,000 (+41%)	\$14,590,000 (+4%)	\$14,890,000 (+2%)	\$9,560,000
The Hong Kong University of Science and Technology	No. of scholarships/awards / Rate of change (%)	249 (+337%)	392 (+57%)	442 (+13%)	443 (+0.2%)	124
	Amount of scholarships/awards allocated (\$)/ Rate of change (%)	\$7,170,000 (+115%)	\$9,695,000 (+35%)	\$10,200,000 (+5%)	\$9,650,000 (-5%)	\$7,340,000
The University of Hong Kong	No. of scholarships/awards / Rate of change (%)	366 (+259%)	660 (+80%)	708 (+7%)	748 (+6%)	180
	Amount of scholarships/awards allocated (\$) / Rate of change (%)	\$11,168,000 (+84%)	\$15,108,000 (+35%)	\$15,858,000 (+5%)	\$16,038,000 (+1%)	\$10,839,000
The Hong Kong Academy for Performing Arts	No. of scholarships/awards / Rate of change (%)	38 (+192%)	44 (+16%)	44 (+0%)	46 (+5%)	27
	Amount of scholarships/awards allocated (\$)/ Rate of change (%)	\$1,170,000 (+77%)	\$1,310,000 (+12%)	\$1,290,000 (-2%)	\$1,390,000 (+8%)	\$1,210,000
The Vocational Training Council	No. of scholarships/awards / Rate of change (%)	778 (+559%)	907 (+17%)	1 130 (+25%)	1 077 (-5%)	537
	Amount of scholarships/awards allocated (\$)/ Rate of change (%)	\$11,330,000 (+380%)	\$13,640,000 (+20%)	\$16,050,000 (+18%)	\$15,670,000 (-2%)	\$10,360,000

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				
		2012/13	2013/14	2014/15	2015/16	2016/17 ^{Note 4}
Local	No. of Applicants	9 956	9 016	8 965	9 944	4 989
	No. of Scholarships/awards Awarded	2 414	3 427	3 937	4 036	1 211
	Ratio of scholarships/awards awarded to applicants (%)	24%	38%	44%	41%	24%
	Amount of scholarships/awards awarded (\$)	\$39,830,000	\$54,580,000	\$60,990,000	\$62,210,000	\$34,340,000
Non-local	No. of Applicants	1 355	2 245	1 784	1 755	1 079
	No. of Scholarships/awards Awarded	609	864	937	984	380
	Ratio of scholarships/awards awarded to applicants (%)	45%	38%	53%	56%	35%
	Amount of scholarships/awards awarded (\$)	\$30,578,000	\$35,943,000	\$35,988,000	\$35,428,000	31,909,000

Note 4: 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 Universities**

University		Academic Year				
		2012/13	2013/14	2014/15	2015/16	2016/17
City University of Hong Kong	No. of scholarships / Rate of change (%)	15 (+200%)	20 (+33.3%)	19 (-5%)	24 (+26.3%)	33 (+37.5%)
	Amount of scholarships allocated (\$) / Rate of change (%)	\$3,750,000 (+200%)	\$5,000,000 (+33.3%)	\$4,750,000 (-5%)	\$6,000,000 (+26.3%)	\$8,250,000 (+37.5%)
Hong Kong Baptist University	No. of scholarships / Rate of change (%)	8 (+100%)	8 (--%)	14 (+75%)	15 (+7.1%)	14 (-6.7%)
	Amount of scholarships allocated (\$) / Rate of change (%)	\$2,000,000 (+100%)	\$2,000,000 (--%)	\$3,500,000 (+75%)	\$3,750,000 (+7.1%)	\$3,500,000 (-6.7%)
Lingnan University	No. of scholarships / Rate of change (%)	8 (+166.7%)	5 (-37.5%)	7 (+40%)	6 (-14.3%)	5 (-16.7%)
	Amount of scholarships allocated (\$) / Rate of change (%)	\$2,000,000 (+166.7%)	\$1,250,000 (-37.5%)	\$1,750,000 (+40%)	\$1,500,000 (-14.3%)	\$1,250,000 (-16.7%)
The Chinese University of Hong Kong	No. of scholarships / Rate of change (%)	31 (+10.7%)	35 (+12.9%)	39 (+11.4%)	41 (+5.1%)	48 (+17.1%)
	Amount of scholarships allocated (\$) / Rate of change (%)	\$7,750,000 (+10.7%)	\$8,750,000 (+12.9%)	\$9,750,000 (+11.4%)	\$10,250,000 (+5.1%)	\$12,000,000 (+17.1%)
The Hong Kong Polytechnic University	No. of scholarships / Rate of change (%)	25 (+78.6%)	28 (+12%)	29 (+3.6%)	28 (-3.4%)	34 (+21.4%)
	Amount of scholarships allocated (\$) / Rate of change (%)	\$6,250,000 (+78.6%)	\$7,000,000 (+12%)	\$7,250,000 (+3.6%)	\$7,000,000 (-3.4%)	\$8,500,000 (+21.4%)
The Hong Kong University of Science and Technology	No. of scholarships / Rate of change (%)	41 (+36.7%)	49 (+19.5%)	65 (+32.7%)	55 (-15.4%)	51 (-7.3%)
	Amount of scholarships allocated (\$) / Rate of change (%)	\$10,250,000 (+36.7%)	\$12,250,000 0 (+19.5%)	\$16,250,000 (+32.7%)	\$13,750,000 (-15.4%)	\$12,750,000 (-7.3%)
No. of scholarships		37	40	50	47	46

University		Academic Year				
		2012/13	2013/14	2014/15	2015/16	2016/17
The University of Hong Kong	/ Rate of change (%)	(+15.6%)	(+8.1%)	(+25%)	(-6%)	(-2.1%)
	Amount of scholarships allocated (\$)/ Rate of change (%)	\$9,250,000 (+15.6%)	\$10,000,000 (+8.1%)	\$12,500,000 (+25%)	\$11,750,000 (-6%)	\$11,500,000 (-2.1%)

(b) **Number of Applicants and Number and Amount of Scholarships Awarded**
by Place of Origins

Applicant		Academic Year				
		2012/13	2013/14	2014/15	2015/16	2016/17
Local	No. of Applicants	179	219	198	188	213
	No. of Scholarships Awarded	16	14	13	14	15
	Ratio of scholarships awarded to applicants (%)	8.9%	6.4%	6.6%	7.4%	7.0%
	Amount of scholarships awarded (\$)	\$4,000,000	\$3,500,000	\$3,250,000	\$3,500,000	\$3,750,000
Non-local	No. of Applicants	4 074	4 566	4 557	3 926	4 090
	No. of Scholarships Awarded	149	171	210	202	216
	Ratio of scholarships awarded to applicants (%)	3.7%	3.7%	4.6%	5.1%	5.3%
	Amount of scholarships awarded (\$)	\$37,250,000	\$42,750,000	\$52,500,000	\$50,500,000	\$54,000,000

Self-financing Post-secondary Scholarship Scheme**(a) Number and Amount of Scholarships/Awards by Institution**

Institution		Academic Year				
		2012/13^{Note 1}	2013/14^{Note 1}	2014/15	2015/16	2016/17 (Estimated)
Caritas Bianchi College of Careers	No. of scholarships/awards given out / Rate of change (%)	15 (+87.5%)	17 (+13.3%)	22 (+29.4%)	21 (-4.5%)	21 (-)
	Amount of scholarships/awards given out (\$) / Rate of change (%)	\$270,000 (+22.7%)	\$290,000 (+7.4%)	\$320,000 (+10.3%)	\$310,000 (-3.1%)	\$310,000 (-)
Caritas Institute of Community Education	No. of scholarships/awards given out) / Rate of change (%)	-	-	-	3 (-)	5 (+66.7%)
	Amount of scholarships/awards given out (\$) / Rate of change (%)	-	-	-	\$50,000 (-)	\$90,000 (+80.0%)
Caritas Institute of Higher Education	No. of scholarships/awards given out / Rate of change (%)	22 (+83.3%)	36 (+63.6%)	52 (+44.4%)	67 (+28.8%)	82 (+22.4%)
	Amount of scholarships/awards given out (\$) / Rate of change (%)	\$440,000 (+29.4%)	\$610,000 (+38.6%)	\$860,000 (+41.0%)	\$1,260,000 (+46.5%)	\$1,500,000 (+19.0%)
Centennial College	No. of scholarships/awards given out / Rate of change (%)	15 (-)	29 (+93.3%)	32 (+10.3%)	36 (+12.5%)	14 (-61.1%)
	Amount of scholarships/awards given out (\$) / Rate of change (%)	\$300,000 (-)	\$530,000 (+76.7%)	\$620,000 (+17.0%)	\$660,000 (+6.5%)	\$320,000 (-51.5%)
Chu Hai College of Higher Education	No. of scholarships/awards given out / Rate of change (%)	45 (+87.5%)	59 (+31.1%)	91 (+54.2%)	82 (-9.9%)	57 (-30.5%)
	Amount of scholarships/awards given out (\$) / Rate of change (%)	\$1,410,000 (+72.0%)	\$1,430,000 (+1.4%)	\$1,720,000 (+20.3%)	\$1,540,000 (-10.5%)	\$1,050,000 (-31.8%)

Institution		Academic Year				
		2012/13 ^{Note 1}	2013/14 ^{Note 1}	2014/15	2015/16	2016/17 (Estimated)
City University of Hong Kong	No. of scholarships/awards given out / Rate of change (%)	29 (+262.5%)	41 (+41.4%)	21 (-48.8%)	-	-
	Amount of scholarships/awards given out (\$) / Rate of change (%)	\$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 (%)	242 (+90.6%)	348 (+43.8%)	402 (+15.5%)	464 (+15.4%)	531 (+14.4%)
	Amount of scholarships/awards given out (\$) / Rate of change (%)	\$4,320,000 (+34.6%)	\$5,640,000 (+30.6%)	\$5,840,000 (+3.5%)	\$6,540,000 (+12.0%)	\$7,430,000 (+13.6%)
City University of Hong Kong – School of Continuing and Professional Education	No. of scholarships/awards given out / Rate of change (%)	25 (+1150.0%)	47 (+88.0%)	92 (+95.7%)	53 (-42.4%)	59 (+11.3%)
	Amount of scholarships/awards given out (\$) / Rate of change (%)	\$610,000 (+662.5%)	\$1,040,000 (+70.5%)	\$1,760,000 (+69.2%)	\$1,070,000 (-39.2%)	\$1,220,000 (+14.0%)
Gratia Christian College	No. of scholarships/awards given out / Rate of change (%)	-	-	-	2 (-)	7 (+250.0%)
	Amount of scholarships/awards given out (\$) / Rate of change (%)	-	-	-	\$50,000 (-)	\$100,000 (+100.0%)
Hang Seng Management College	No. of scholarships/awards given out / Rate of change (%)	108 (+575.0%)	98 (-9.3%)	240 (+144.9%)	228 (-5.0%)	209 (-8.3%)
	Amount of scholarships/awards given out (\$) / Rate of change (%)	\$2,790,000 (+372.9%)	\$2,840,000 (+1.8%)	\$4,600,000 (+62.0%)	\$4,660,000 (+1.3%)	\$4,370,000 (-6.2%)
HKU SPACE Po Leung Kuk Stanley Ho Community College	No. of scholarships/awards given out / Rate of change (%)	71 (+44.9%)	147 (+107.0%)	120 (-18.4%)	141 (+17.5%)	137 (-2.8%)
	Amount of scholarships/awards given out (\$) / Rate of change (%)	\$1,630,000 (+30.4%)	\$2,670,000 (+63.8%)	\$1,980,000 (-25.8%)	\$2,170,000 (+9.6%)	\$2,090,000 (-3.7%)

Institution		Academic Year				
		2012/13 ^{Note 1}	2013/14 ^{Note 1}	2014/15	2015/16	2016/17 (Estimated)
Hong Kong Art School	No. of scholarships/awards given out / Rate of change (%)	4 (+100.0%)	10 (+150.0%)	10 (-)	18 (+80.0%)	14 (-22.2%)
	Amount of scholarships/awards given out (\$) / Rate of change (%)	\$60,000 (+50.0%)	\$170,000 (+183.3%)	\$180,000 (+5.9%)	\$260,000 (+44.4%)	\$220,000 (-15.4%)
Hong Kong Baptist University	No. of scholarships/awards given out / Rate of change (%)	10 (+100.0%)	22 (+120.0%)	25 (+13.6%)	19 (-24.0%)	21 (+10.5%)
	Amount of scholarships/awards given out (\$) / Rate of change (%)	\$240,000 (+60.0%)	\$400,000 (+66.7%)	\$410,000 (+2.5%)	\$350,000 (-14.6%)	\$430,000 (+22.9%)
Hong Kong Baptist University – College of International Education and School of Continuing Education	No. of scholarships/awards given out / Rate of change (%)	198 (+157.1%)	277 (+39.9%)	334 (+20.6%)	435 (+30.2%)	449 (+3.2%)
	Amount of scholarships/awards given out (\$) / Rate of change (%)	\$3,880,000 (+94.0%)	\$4,680,000 (+20.6%)	\$5,120,000 (+9.4%)	\$6,350,000 (+24.0%)	\$6,590,000 (+3.8%)
Hong Kong College of Technology	No. of scholarships/awards given out / Rate of change (%)	30 (+66.7%)	44 (+46.7%)	36 (-18.2%)	28 (-22.2%)	28 (-)
	Amount of scholarships/awards given out (\$) / Rate of change (%)	\$520,000 (+13.0%)	\$720,000 (+38.5%)	\$580,000 (-19.4%)	\$440,000 (-24.1%)	\$420,000 (-4.5%)
Hong Kong Institute of Technology	No. of scholarships/awards given out / Rate of change (%)	35 (+133.3%)	56 (+60.0%)	62 (+10.7%)	44 (-29.0%)	43 (-2.3%)
	Amount of scholarships/awards given out (\$) / Rate of change (%)	\$910,000 (+89.6%)	\$1,140,000 (+25.3%)	\$1,070,000 (-6.1%)	\$760,000 (-29.0%)	\$760,000 (-)
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 (-)	4 (+100.0%)
	Amount of scholarships/awards given out (\$) / Rate of change (%)	\$50,000 (-)	-	-	\$50,000 (-)	\$70,000 (+40.0%)

Institution		Academic Year				
		2012/13 ^{Note 1}	2013/14 ^{Note 1}	2014/15	2015/16	2016/17 (Estimated)
Hong Kong Shue Yan University	No. of scholarships/awards given out / Rate of change (%)	127 (+42.7%)	226 (+78.0%)	230 (+1.8%)	236 (+2.6%)	245 (+3.8%)
	Amount of scholarships/awards given out (\$) / Rate of change (%)	\$3,970,000 (+34.1%)	\$4,880,000 (+22.9%)	\$4,810,000 (-1.4%)	\$4,890,000 (+1.7%)	\$4,700,000 (-3.9%)
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 (-)	-	-	-	-
Lingnan University – The Community College at Lingnan University and Lingnan Institute of Further Education	No. of scholarships/awards given out / Rate of change (%)	117 (+125.0%)	176 (+50.4%)	99 (-43.8%)	51 (-48.5%)	73 (+43.1%)
	Amount of scholarships/awards given out (\$) / Rate of change (%)	\$2,610,000 (+75.2%)	\$3,220,000 (+23.4%)	\$1,550,000 (-51.9%)	\$870,000 (-43.9%)	\$1,050,000 (+20.7%)
Sacred Heart Canossian College of Commerce	No. of scholarships/awards given out / Rate of change (%)	3 (+200.0%)	1 (-66.7%)	-	-	-
	Amount of scholarships/awards given out (\$) / Rate of change (%)	\$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 (%)	11 (+1000.0%)	30 (+172.7%)	38 (+26.7%)	44 (+15.8%)	46 (+4.5%)
	Amount of scholarships/awards given out (\$) / Rate of change (%)	\$270,000 (+575.0%)	\$560,000 (+107.4%)	\$670,000 (+19.6%)	\$700,000 (+4.5%)	\$750,000 (+7.1%)
The Chinese University of Hong Kong – School of Continuing and Professional Studies	No. of scholarships/awards given out / Rate of change (%)	125 (+95.3%)	136 (+8.8%)	155 (+14.0%)	148 (-4.5%)	138 (-6.8%)
	Amount of scholarships/awards given out (\$) / Rate of change (%)	\$2,340,000 (+42.7%)	\$2,410,000 (+3.0%)	\$2,450,000 (+1.7%)	\$2,290,000 (-6.5%)	\$2,100,000 (-8.3%)
The Chinese	No. of	15	-	-	-	-

Institution		Academic Year				
		2012/13 ^{Note 1}	2013/14 ^{Note 1}	2014/15	2015/16	2016/17 (Estimated)
University of Hong Kong – Tung Wah Group of Hospitals Community College	scholarships/awards given out / Rate of change (%)	(-40.0%)				
	Amount of scholarships/awards given out (\$) / Rate of change (%)	\$350,000 (-44.4%)	-	-	-	-
The Education University of Hong Kong	No. of scholarships/awards given out / Rate of change (%)	60 (+172.7%)	76 (+26.7%)	100 (+31.6%)	147 (+47.0%)	109 (-25.9%)
	Amount of scholarships/awards given out (\$) / Rate of change (%)	\$1,190,000 (+95.1%)	\$1,490,000 (+25.2%)	\$1,690,000 (+13.4%)	\$2,300,000 (+36.1%)	\$1,810,000 (-21.3%)
The Hong Kong Polytechnic University	No. of scholarships/awards given out / Rate of change (%)	61 (+221.1%)	38 (-37.7%)	38 (-)	33 (-13.2%)	21 (-36.4%)
	Amount of scholarships/awards given out (\$) / Rate of change (%)	\$1,430,000 (+104.3%)	\$1,170,000 (-18.2%)	\$1,100,000 (-6.0%)	\$890,000 (-19.1%)	\$680,000 (-23.6%)
The Hong Kong Polytechnic University – Hong Kong Community College	No. of scholarships/awards given out / Rate of change (%)	282 (+83.1%)	364 (+29.1%)	428 (+17.6%)	422 (-1.4%)	425 (+0.7%)
	Amount of scholarships/awards given out (\$) / Rate of change (%)	\$5,140,000 (+32.5%)	\$6,120,000 (+19.1%)	\$6,500,000 (+6.2%)	\$6,460,000 (-0.6%)	\$6,670,000 (+3.3%)
The Hong Kong Polytechnic University – School of Professional Education and Executive Development	No. of scholarships/awards given out / Rate of change (%)	61 (+69.4%)	78 (+27.9%)	139 (+78.2%)	124 (-10.8%)	133 (+7.3%)
	Amount of scholarships/awards given out (\$) / Rate of change (%)	\$1,710,000 (+42.5%)	\$1,870,000 (+9.4%)	\$2,650,000 (+41.7%)	\$2,630,000 (-0.8%)	\$2,660,000 (+1.1%)
The Hong Kong University of Science and Technology	No. of scholarships/awards given out / Rate of change (%)	-	-	-	6 (-)	8 (+33.3%)
	Amount of scholarships/awards given out (\$) / Rate of change (%)	-	-	-	\$90,000 (-)	\$150,000 (+66.7%)
The Open	No. of	192	287	307	418	667

Institution		Academic Year				
		2012/13 ^{Note 1}	2013/14 ^{Note 1}	2014/15	2015/16	2016/17 (Estimated)
University of Hong Kong	scholarships/awards given out / Rate of change (%)	(+60.0%)	(+49.5%)	(+7.0%)	(+36.2%)	(+59.6%)
	Amount of scholarships/awards given out (\$) / Rate of change (%)	\$5,400,000 (+36.4%)	\$6,430,000 (+19.1%)	\$7,090,000 (+10.3%)	\$8,810,000 (+24.3%)	\$11,820,000 (+34.2%)
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 (%)	226 (+111.2%)	287 (+27.0%)	278 (-3.1%)	349 (25.5%)	394 (+12.9%)
	Amount of scholarships/awards given out (\$) / Rate of change (%)	\$4,680,000 (+74.0%)	\$5,330,000 (+13.9%)	\$4,940,000 (-7.3%)	\$5,840,000 (+18.2%)	\$6,080,000 (+4.1%)
Tung Wah College	No. of scholarships/awards given out / Rate of change (%)	13 (+116.7%)	30 (+130.8%)	51 (+70.0%)	52 (+2.0%)	80 (+53.8%)
	Amount of scholarships/awards given out (\$) / Rate of change (%)	\$450,000 (+125.0%)	\$950,000 (+111.1%)	\$1,340,000 (+41.1%)	\$1,490,000 (+11.2%)	\$1,910,000 (+28.2%)
Vocational Training Council	No. of scholarships/awards given out / Rate of change (%)	448 (+94.8%)	580 (+29.5%)	728 (+25.5%)	868 (+19.2%)	812 (-6.5%)
	Amount of scholarships/awards given out (\$) / Rate of change (%)	\$8,030,000 (+36.6%)	\$9,670,000 (+20.4%)	\$11,360,000 (+17.5%)	\$12,720,000 (+12.0%)	\$12,160,000 (-4.4%)
Yew Chung Community College	No. of scholarships/awards given out / Rate of change (%)	4 (+300.0%)	3 (-25.0%)	7 (+133.3%)	18 (+157.1%)	20 (+11.1%)
	Amount of scholarships/awards given out (\$) / Rate of change (%)	\$60,000 (+100.0%)	\$50,000 (-16.7%)	\$90,000 (+80.0%)	\$240,000 (+166.7%)	\$280,000 (+16.7%)

Institution		Academic Year				
		2012/13 ^{Note 1}	2013/14 ^{Note 1}	2014/15	2015/16	2016/17 (Estimated)
YMCA College of Careers	No. of scholarships/awards given out / Rate of change (%)	1 (-)	2 (+100.0%)	2 (-)	4 (+100.0%)	4 (-)
	Amount of scholarships/awards given out (\$) / Rate of change (%)	\$30,000 (-)	\$40,000 (+33.3%)	\$40,000 (-)	\$60,000 (+50.0%)	\$60,000 (-)

Note 1: 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 Nominations from Institutions^{Note2}, Number and Amount of Scholarships/Awards by Place of Origin

Applicant		Academic Year				
		2012/13	2013/14	2014/15	2015/16	2016/17 (Estimated)
Local	No. of nominations from institutions	2 597	3 569	4 287	4 641	4 909
	No. of scholarships/awards given out	2 561	3 484	4 051	4 438	4 695
	Ratio of scholarships/awards given out to nominations (%)	98.6%	97.6%	94.5%	95.6%	95.6%
	Amount of scholarships/awards given out (\$)	\$54,520,000	\$65,230,000	\$69,620,000	\$74,070,000	\$75,950,000
Non-local	No. of nominations from institutions	38	61	91	127	167
	No. of scholarships/awards given out	38	61	88	125	161
	Ratio of scholarships/awards given out to nominations (%)	100%	100%	96.7%	98.4%	96.4%
	Amount of scholarships/awards given out (\$)	\$1,430,000	\$2,070,000	\$2,140,000	\$2,730,000	\$3,900,000

Note 2: Nominations were submitted by institutions according to pre-determined quotas, which were calculated based on the number of student enrolment in the institutions. All nominations were vet by an independent Sub-committee on SPSS against prescribed criteria.

- End -

CONTROLLING OFFICER'S REPLY**EDB560****(Question Serial No. 4842)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (7) Post-secondary, 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 of the number of teaching staff and other staff on contract and substantive appointment and the percentage share in the total number of staff by terms of employment.

Asked by: Hon IP Kin-yuen (Member Question No. 140)

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
2014-15	14	38	1%
2015-16	14	41	1%
2016-17 (Estimate)	14	43	1%

- (b) In the 2016/17 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 are as follows -

Staff Type	Number of staff employed under			Total number of staff
	Old Remuneration Package	New Remuneration Package	Short-term Contract	
Teaching	706 (11.9%)	1 666 (28.1%)	483 (8.2%)	5 921
Administrative and supporting	1 069 (18.1%)	1 626 (27.5%)	371 (6.3%)	

- End -

CONTROLLING OFFICER'S REPLY

EDB561

(Question Serial No. 4847)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) 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 at 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: Hon IP Kin-yuen (Member Question No. 145)

Reply:

(a) The Mainland University Study Subsidy Scheme (MUSSS) was launched on 31 July 2014 to support needy Hong Kong students who will pursue undergraduate studies in the Mainland under the Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions (Admission Scheme). Students having passed 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. To better support Hong Kong students in pursuing undergraduate studies in the Mainland and ensure that no students will be deprived of post-secondary education opportunity due to a lack of means, starting from the 2016/17 academic year, the MUSSS has been expanded to support needy Hong Kong students pursuing undergraduate studies in designated Mainland institutions, irrespective of the channels of their admission to these institutions.

(b) For the 2014/15 academic year, 263 applicants were eligible to receive the subsidy. For the 2015/16 and 2016/17 (28 February 2017) academic years, including both newly approved applications and successful renewals, subsidy was provided to 479 students and 2 144 students respectively. Breakdowns of the recipients by institutions in the 2014/15, 2015/16 and 2016/17 academic years are set out at Annex.

The total amount of subsidy granted under the MUSSS in the 2014/15 and 2015/16 academic years was about \$3.1 million and \$5.9 million respectively, and that for the 2016/17 academic year is estimated to be about \$27 million.

(c) Regarding 2017/18 academic year, the number of subsidy recipients and the expenditure would depend on the number of newly approved applications and successful renewals. Sufficient provision has been reserved for the purpose.

Mainland University Study Subsidy Scheme

Breakdown of the Recipients
by Institutions

Mainland higher education institutions	Number of recipients in 2014/15 Academic Year	Number of recipients in 2015/16 Academic Year	Number of recipients in 2016/17 Academic Year
Beijing Institute of Fashion Technology	1	2	8
Beijing Language and Culture University	2	4	6
Beijing Normal University	7	11	14
Beijing Normal University, Zhuhai	3	8	12
Beijing Sport University	0	0	2
Beijing University of Chinese Medicine	15	29	75
Central China Normal University	3	4	8
Central South University	0	0	1
Chengdu University of Traditional Chinese Medicine	1	1	10
China Three Gorges University	0	1	1
China University of Geosciences (Wuhan)	0	3	2
China University of Political Science and Law	11	21	38
Chongqing University	0	0	3
Communication University of China	3	5	6
Donghua University	2	5	9
East China Normal University	1	2	8
East China University of Political Science and Law	2	3	5
East China University Of Science And Technology	3	5	6
Fudan University	1	1	4
Fujian Normal University	0	0	10
Fujian University of Traditional Chinese Medicine	0	0	4
Fuzhou University	2	3	8
Guangdong Pharmaceutical University	1	0	0
Guangdong University of Finance and Economics	0	0	3
Guangdong University of Foreign Studies	3	6	11
Guangdong University of Technology	1	1	1
Guangxi University Chinese Medicine	0	0	27
Guangzhou Medical University	0	0	3
Guangzhou University	6	6	17
Guangzhou University of Chinese Medicine	60	103	324
Huaqiao University	6	10	180
Huazhong University of Science & Technology	0	0	1
Hunan Normal University	3	7	11
Jiangxi University of Traditional Chinese Medicine	0	0	1
Jilin University	0	0	1
Jimei University	0	2	6
Jinan University	11	24	780
Nanchang University	0	0	2
Nanjing Normal University	3	7	15
Nanjing University	2	4	8
Nanjing University of Chinese Medicine	1	1	55

Nankai University	1	3	10
Ningbo University	0	0	2
Ocean University of China	0	0	1
Peking University	0	1	9
Renmin University of China	4	12	15
Shandong University	19	18	23
Shanghai International Studies University	1	5	7
Shanghai Jiao Tong University	0	3	6
Shanghai Normal University	0	0	5
Shanghai University of Finance and Economics	1	1	1
Shanghai University of Traditional Chinese Medicine	5	7	12
Shantou University	1	2	3
Shaoguan University	0	1	2
Shenzhen University	7	11	22
Sichuan Normal University	0	1	2
Sichuan University	6	9	20
South China Normal University	3	6	7
South China University of Technology	1	1	8
Southern Medical University	4	6	9
Southwest University	3	11	13
Southwest University of Political Science and Law	4	4	6
Sun Yat-sen University	21	34	152
The Guangzhou Academy of Fine Arts	1	1	5
Tianjin Normal University	0	1	2
Tianjin University	1	2	3
Tianjin University of Traditional Chinese Medicine	0	0	3
Tongji University	0	4	6
Tsinghua University	0	1	7
University of International Business and Economics	2	3	8
Wuhan University	5	10	22
Xiamen University	7	19	34
Xinghai Conservatory of Music	6	6	7
Yunnan University	1	2	2
Zhejiang Sci-Tech University	0	4	4
Zhejiang University	2	3	3
Zhongnan University of Economics and Law	3	8	17
Total:	263	479	2 144

- End -

CONTROLLING OFFICER'S REPLY

EDB562

(Question Serial No. 4848)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (950) Hong Kong Examinations and Assessment Authority
Programme: (4) Secondary Education
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education

Question:

Regarding the Hong Kong Diploma of Secondary Education Examination conducted by the Hong Kong Examinations and Assessment Authority in 2013-14, 2014-15 and 2015-16, please give a breakdown of the following:

- (a) the number of appeal applications received (please list 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. 146)

Reply:

Hong Kong Examinations and Assessment Authority (HKEAA) is a statutory body established under the HKEAA Ordinance which operates on a self-financing basis. Regarding the Hong Kong Diploma of Secondary Education (HKDSE) Examination conducted in 2014 to 2016, 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 2014, 2015 and 2016 HKDSE Examination

	2014 Examination		2015 Examination		2016 Examination	
	Rechecking	Remarking	Rechecking	Remarking	Rechecking	Remarking
(a) Rechecking and remarking application per subject						
Category A:						
Biology	12	1 274	7	1 323	10	1 136
Business, Accounting and Financial Studies	5	714	-	-	-	-
Business, Accounting and Financial Studies (Accounting)	-	-	5	390	6	476
Business, Accounting and Financial Studies (Business Management)	-	-	1	175	0	209
Chemistry	17	1 543	15	1 369	10	1 198
Chinese History	1	534	3	497	3	789
Chinese Language	49	11 683	59	10 696	58	9 491
Chinese Literature	3	351	2	367	3	335
Combined Science (Biology, Chemistry)	0	92	0	51	0	21
Combined Science (Biology, Physics)	2	26	0	6	0	2
Combined Science (Chemistry, Physics)	1	57	0	25	0	13
Design and Applied Technology	1	10	1	13	0	11
Economics	18	1 562	12	1 036	11	1 126
English Language	64	7 534	59	6 574	46	6 778
Ethics and Religious Studies	0	49	1	57	0	68
Geography	2	722	1	792	4	851
Health Management and Social Care	1	15	0	21	2	17
History	3	581	1	676	3	733
Information and Communication Technology	2	308	1	300	4	306
Integrated Science	0	1	0	8	0	6
Liberal Studies	36	7 586	32	6 249	32	6 239
Literature in English	0	88	1	114	0	100
Mathematics	103	2 383	82	1 977	61	2 013

Music	0	18	1	17	0	32
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	2014 Examination		2015 Examination		2016 Examination	
	Rechecking	Remarking	Rechecking	Remarking	Rechecking	Remarking
Physical Education	1	27	2	17	0	28
Physics	8	682	6	383	9	474
Technology and Living (Fashion, Clothing and Textiles)	0	4	0	7	0	2
Technology and Living (Food Science and Technology)	1	9	0	15	0	14
Tourism and Hospitality Studies	0	79	2	72	2	101
Visual Arts	1	284	4	308	2	284
Category B:						
Aviation Studies	0	Not applicable	0	Not applicable	1	Not applicable
Commercial Comic Art	0		0		1	
Marketing in Global Trade	1		0		0	
Medical Laboratory Science	0		1		0	
Sports and Fitness Coaching	-		-		1	
Understanding Financial Services	1		0		-	
Category C:						
French Language	0	0	0	1	0	0
Japanese Language	0	5	1	6	0	8
Urdu Language	0	0	0	0	0	1
Total :	333	38 221	300	33 542	269	32 862
(ii) No. of cases with result upgraded	0	1 183	0	1 324	0	1 413
(iii) Expenditure in handling appeal applications for the year	\$10.7 million		\$9.6 million		\$9.4 million	
(iv) Fees refunded to applicants (\$)	\$0.6 million		\$0.7 million		\$0.8 million	

Appeal review applications for 2014, 2015 and 2016 HKDSE Examination

	2014 Examination		2015 Examination		2016 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	6	3	11	1	6	1
Review on the process of rechecking and remarking	10	0	7	1	2	0
Review on the marking of scripts after access to scripts	40	5	33	5	29	2
(ii) Expenditure in handling appeal review applications for the year	\$1.0 million		\$1.1 million		\$1.1 million	
(iii) Fees refunded to applicants	\$6,376		\$5,579		\$2,439	

- End -

CONTROLLING OFFICER'S REPLY**EDB563****(Question Serial No. 4850)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) 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 2015-16, 2016-17 and 2017-18 financial years (or the number of staff as in the revised estimates and estimates).

(b) Earlier on, there were allegations that some courses registered according to the Ordinance had administrative confusion, to the extent of falsifying documents to assist their students in obtaining bachelor's degrees awarded by overseas institutions through improper means. What measures will the Bureau take next year to prevent the recurrence of similar incidents?

Asked by: Hon IP Kin-yuen (Member Question No. 148)

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 (the Registry) for enforcement of the Ordinance. From 2015-16 to 2017-18, the staff establishment of the Registry mainly includes one Senior Executive Officer (SExO) 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. Subsequent to a review conducted by the EDB on the existing monitoring and regulatory arrangements under the Ordinance, the Registry has already taken measures to enhance the existing regulatory arrangements over the operation of non-local courses. A new condition for registration has been imposed on courses registered since 31 October 2016 requiring operators concerned to maintain documents relating to the non-local courses (such as student's application forms, offer letters, credit exemption documents and payment records) for a specified period for the Registrar's examination when warranted. The arrangement of referring minor contraventions to law enforcement agencies for follow-up action has been tightened, and templates for periodic report have been prepared and put into use to comprehensively record and closely follow up cases of possible contraventions. Arrangements have also been made to publicise to students and parents, through various channels (such as website, seminar, circular, poster, and TV and radio Announcement of Public Interest), the regulatory regime of non-local courses in Hong Kong, the way in which consumers could protect themselves when considering enrolling in non-local courses, and that some non-local courses are locally accredited by the Hong Kong Council for Accreditation of Academic

and Vocational Qualifications. The Registry has also encouraged operators to apply for local accreditation under the Hong Kong Qualifications Framework to enhance the quality assurance of their non-local courses.

The Registry has posted on the EDB's website on 10 March 2017 the revised annual return form to require operators to provide more information on the non-local courses for Annual Returns with reporting period ending on or after 1 June 2017, which would facilitate the Registry to better monitor the operation of the courses.

The Registry is planning to conduct regular inspection starting from the third quarter of 2017. Preparatory work including training for staff and the drawing up of an inspection manual is underway.

- End -

CONTROLLING OFFICER'S REPLY**EDB564****(Question Serial No. 4855)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Special Education

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

Director of Bureau: Secretary for Education

Question:

Regarding the staffing provision for special schools, please provide the following information:

(a) the number of students, class size and number of social workers of each special school, tabulated using the table below;

School (name omitted)	Type of special school	Number of students	Class size	Number of social workers within the establishment
School 1				
School 2				
School 3				

(b) the current expenditure and the estimated expenditure for the coming year, respectively, on social workers in special schools; and

(c) the number of special schools that were allocated a curriculum leader post in the past 5 years (2012/13 to 2016/17).

Asked by: Hon IP Kin-yuen (Member Question No. 153)

Reply:

(a)

Among the 60 aided special schools, the hospital school is not staffed with school social workers (SSW) as the specialist service is provided by the hospitals concerned. Besides, there is one special school undergoing mainstreaming with special arrangements for its teaching and non-teaching staff. In the 2016/17 school year, the Education Bureau (EDB) has provided the remaining 58 special schools with 116 SSWs. Each school is provided with at least one SSW on their establishment. For provision of resources for supporting students with diverse needs, it is our established practice that we do not disclose the situation of individual schools so as to avoid misconception and possible labelling on individual schools. The number of SSW by types of special schools is set out below:

Type of Special School	Class Size	Number of SSW in School
School for Children with Visual Impairment ^(Note 1)	10/12/15 ^(Note 1, 2)	1
School for Children with Hearing Impairment	10	1.5
School for Children with Physical Disability	10	1 to 3.5
School for Social Development	12/15 ^(Note 2)	1 to 4

School for Children with Mild Intellectual Disability	15	2 to 4
School for Children with Mild and Moderate Intellectual Disability	10/15 ^(Note 3)	3 to 5
School for Children with Moderate Intellectual Disability	10	1 to 2
School for Children with Severe Intellectual Disability	8	1

Note:

1. The schools for children with visual impairment include one school for children with visual impairment (VI school) and one school for children with visual impairment cum intellectual disability. The class size is 12 or 15 for the former and 10 for the latter.
2. The class size of the VI school and the schools for social development (SSDs) has been reduced from 15 to 12 students per class progressively by grade level starting from Primary One (SSDs do not operate classes at Primary One level, reduction of class size will start from Primary Two) and Secondary One concurrently from the 2014/15 school year. The improvement will be fully implemented in the respective types of special schools by the 2019/20 school year.
3. The class size of the respective sections of the school for children with mild and moderate intellectual disability is 10 and 15 respectively.

(b)

In the 2016/17 school year, the estimated expenditure on SSW in special schools is \$64 million. As the calculation of the SSW establishment is based on the actual number of school places in the approved classes for each school, we are unable to provide the estimated expenditure for the 2017/18 school year at this stage.

(c)

The numbers of special schools provided with a post of Primary School Curriculum Leader on their establishment in the past five school years are tabulated below:

School Year	2012/13	2013/14	2014/15	2015/16	2016/17
Number of Schools	24	25	26	27	27

- End -

CONTROLLING OFFICER'S REPLY

EDB565

(Question Serial No. 4541)

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:

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 2016-17, 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 2017-18.

Asked by: Hon KWOK Ka-ki (Member Question No. 11)

Reply:

The salary expenditure in 2016-17 and estimate for 2017-18 for the salary of the Secretary for Education (SED) 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 2016-17 and there is no such provision in the estimate for 2017-18.

- End -

CONTROLLING OFFICER'S REPLY

EDB566

(Question Serial No. 4542)

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:

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 2016-17, as well as the estimates for salaries, regularly-paid allowances, job-related allowances and non-accountable entertainment allowance payable to the Under Secretary in 2017-18.

Asked by: Hon KWOK Ka-ki (Member Question No. 12)

Reply:

The salary expenditure for 2016-17 and estimate for 2017-18 for the salary of the Under Secretary for Education (US(Ed)) 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 2016-17 and there is no such provision in the estimate for 2017-18.

- End -

CONTROLLING OFFICER'S REPLY

EDB567

(Question Serial No. 4543)

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:

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 2016-17, as well as the estimates for salaries, regularly-paid allowances, job-related allowances and non-accountable entertainment allowance payable to the Political Assistant in 2017-18.

Asked by: Hon KWOK Ka-ki (Member Question No. 13)

Reply:

The salary expenditure in 2016-17 and estimate for 2017-18 for the salary of the Political Assistant to Secretary for Education (PA/SED) 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 2016-17 and there is no such provision in the estimate for 2017-18.

- End -

CONTROLLING OFFICER'S REPLY

EDB568

(Question Serial No. 4600)

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

Concerning student suicides, would the Administration please inform this Committee of:

- (a) the figures on suicides committed by local primary students over the past 10 years;
- (b) the numbers of primary students who committed suicide at school over the past 10 years; and
- (c) whether there are measures in place to prevent student suicide? If yes, what are the details and the staffing and resources involved; what measures were implemented over the past 10 years and how effective were they?

Asked by: Hon KWOK Ka-ki (Member Question No. 99)

Reply:

- (a) and (b)

Schools are required to report cases of students suspected of committing suicide to the Education Bureau (EDB). Professional support will be provided for the schools concerned as appropriate. The nature and number of the fatal suicide cases will be confirmed after the legal proceedings of the Coroner's Court. Over the years, EDB has not captured the information from the Court. Hence, we are unable to provide officially verified figures on student suicides.

- (c)

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 promoted as one of the Four Key Tasks for the curriculum reform in schools. To facilitate the implementation of life education at schools, EDB has provided schools with diversified and practical learning materials. EDB has also been organising related professional development programmes for teachers such as "Programme on Planning Life Education for Secondary Schools" and "Programme on Planning Life Education for Primary Schools" commissioned to the universities to share with schools on the direction and strategies of implementation, as well as the good practices. Moreover, life education and recent related social issues are discussed and shared in the teacher network and Learning Circle so as to enhance teachers' knowledge of life education and their pedagogical skills.

In parallel with the curriculum, we have actively organised diversified development programmes, such as the "Understanding Adolescent Project" for primary school students featuring adventures, teamwork and problem-solving training, the "Enhanced Smart Teen Project" in collaboration with disciplinary forces and

uniform groups for secondary school students, the “Pupil Ambassador Scheme on Positive Living”, 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 student 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.

With the recommendations of the Committee on Prevention of Student Suicides, starting from the 2016/17 school year, EDB, in collaboration with relevant bureaux and department, has put forward various measures to enhance support to schools to take care of students in need, which are directed at three levels, namely “Universal”, “Selective” and “Indicated”. Universal prevention strategies are designed to reach all students aiming to strengthen protective factors. Selective prevention strategies target vulnerable students. Indicated prevention strategies target students with suicidal risk.

At the Universal level, the Joyful@School Campaign has been launched in schools jointly by the Department of Health and EDB with an aim to enhancing students’ knowledge and understanding about mental health and their competency in coping with environmental changes. Schools can submit applications to the Quality Education Fund through the simplified application mechanism for funding not exceeding \$150,000 to implement related activities under the Campaign.

At the Selective level, EDB will conduct professional development programmes for teachers, which include elementary training for teachers at large and in-depth training for designated teachers, as well as develop screening tools and materials, to raise their awareness on mental health and help them early detect and support students with mental health needs including those with suicidal risks. Subsidy for supply teachers will be offered to schools as appropriate.

At the Indicated level, as announced in the 2017 Policy Address, starting from the 2017/18 school year, the Learning Support Grant that EDB provides for public sector mainstream primary and secondary schools will cover students with mental illness so that schools will have additional resources to provide appropriate services, such as arranging for counselling and emotional support, etc. The estimated expenditure in the 2017-18 financial year is about \$30 million. In addition, the Food and Health Bureau, in collaboration with EDB, the Hospital Authority (HA) and the Social Welfare Department launched a two-year pilot scheme “Student Mental Health Support Scheme” based on a medical-educational-social collaboration model in 17 schools by two phases from the 2016/17 school year to the 2017/18 school year. Under the pilot scheme, a multi-disciplinary team is formed in each school comprising a psychiatric nurse of HA, designated teacher(s) and a school social worker as the core members to work closely with the psychiatric teams of HA, the school-based educational psychologists, relevant teachers and social workers from relevant social service units for the provision of support services to students with mental health needs and their carers.

EDB works alongside the Curriculum Development Council in reviewing on an ongoing basis the primary and secondary curricula to explore ways of catering better for learner diversity and creating more space for students to achieve their whole-person development. Schools are also advised to regulate the amount of homework given to students each day so as to ensure that they would have enough time to rest, play and develop their own interests.

Moreover, EDB has been reviewing the relevant domains of the education system with a view to supporting and addressing the developmental and diverse needs of students. EDB continues to encourage and support schools in implementing the suggestions made in the review of the New Academic Structure, so as to support the diverse learning needs of schools and students. Measures include: increasing the flexibility in deploying lesson time, trimming, enhancing or updating curriculum contents and assessment arrangements, clarifying the breadth and depth of subject curricula; implementing School-based Assessment in fewer subjects and improving its implementation to reduce student and teacher workload, arranging accreditation of more Applied Learning courses under the Qualifications Framework and increasing opportunities for Industrial Attachment, and encouraging students interested in vocational training or joining the workforce to study two Applied Learning courses, etc.

As announced in the 2017 Policy Address, there will be various measures to provide multiple pathways and further study opportunities for young people so that they can develop according to their capacities and interests. The measures include launching a vocational English programme with the support from the Language Fund for senior secondary students who aspire to pursue vocational and professional education and training or who are prepared to work, with a view to enhancing their English proficiency and enabling them to obtain relevant qualifications from recognised courses for further studies and employment. The Government decides to regularise the Study Subsidy Scheme for Designated Professions/Sectors after the pilot run, making it a recurrent initiative from the 2018/19 academic year onwards and the number of subsidised degree places would be increased. Current students of the designated programmes will also receive the subsidy from the 2018/19 academic year.

- End -

CONTROLLING OFFICER'S REPLY

EDB569

(Question Serial No. 4601)

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

Concerning student suicides, would the Administration please inform this Committee of:

- (a) the figures on suicides committed by local secondary students over the past 10 years;
- (b) the numbers of secondary students who committed suicide at school over the past 10 years; and
- (c) whether there are measures in place to prevent student suicide? If yes, what are the details and the staffing and resources involved; what measures were implemented over the past 10 years and how effective were they?

Asked by: Hon KWOK Ka-ki (Member Question No. 100)

Reply:

- (a) and (b)

Schools are required to report cases of students suspected of committing suicide to the Education Bureau (EDB). Professional support will be provided for the schools concerned as appropriate. The nature and number of the fatal suicide cases will be confirmed after the legal proceedings of the Coroner's Court. Over the years, EDB has not captured the information from the Court. Hence, we are unable to provide officially verified figures on student suicides.

- (c)

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 promoted as one of the Four Key Tasks for the curriculum reform in schools. To facilitate the implementation of life education at schools, EDB has provided schools with diversified and practical learning materials. EDB has also been organising related professional development programmes for teachers such as "Programme on Planning Life Education for Secondary Schools" and "Programme on Planning Life Education for Primary Schools" commissioned to the universities to share with schools on the direction and strategies of implementation, as well as the good practices. Moreover, life education and recent related social issues are discussed and shared in the teacher network and Learning Circle so as to enhance teachers' knowledge of life education and their pedagogical skills.

In parallel with the curriculum, we have actively organised diversified development programmes, such as the "Understanding Adolescent Project" for primary school students featuring adventures, teamwork and

problem-solving training, the “Enhanced Smart Teen Project” in collaboration with disciplinary forces and uniform groups for secondary school students, the “Pupil Ambassador Scheme on Positive Living”, 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 student 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.

With the recommendations of the Committee on Prevention of Student Suicides, starting from the 2016/17 school year, EDB, in collaboration with relevant bureaux and department, has put forward various measures to enhance support to schools to take care of students in need, which are directed at three levels, namely “Universal”, “Selective” and “Indicated”. Universal prevention strategies are designed to reach all students aiming to strengthen protective factors. Selective prevention strategies target vulnerable students. Indicated prevention strategies target students with suicidal risk.

At the Universal level, the Joyful@School Campaign has been launched in schools jointly by the Department of Health and EDB with an aim to enhancing students’ knowledge and understanding about mental health and their competency in coping with environmental changes. Schools can submit applications to the Quality Education Fund through the simplified application mechanism for funding not exceeding \$150,000 to implement related activities under the Campaign.

At the Selective level, EDB will conduct professional development programmes for teachers, which include elementary training for teachers at large and in-depth training for designated teachers, as well as develop screening tools and materials, to raise their awareness on mental health and help them early detect and support students with mental health needs including those with suicidal risks. Subsidy for supply teachers will be offered to schools as appropriate.

At the Indicated level, as announced in the 2017 Policy Address, starting from the 2017/18 school year, the Learning Support Grant that EDB provides for public sector mainstream primary and secondary schools will cover students with mental illness so that schools will have additional resources to provide appropriate services, such as arranging for counselling and emotional support, etc. The estimated expenditure in the 2017-18 financial year is about \$30 million. In addition, the Food and Health Bureau, in collaboration with EDB, the Hospital Authority (HA) and the Social Welfare Department launched a two-year pilot scheme “Student Mental Health Support Scheme” based on a medical-educational-social collaboration model in 17 schools by two phases from the 2016/17 school year to the 2017/18 school year. Under the pilot scheme, a multi-disciplinary team is formed in each school comprising a psychiatric nurse of HA, designated teacher(s) and a school social worker as the core members to work closely with the psychiatric teams of HA, the school-based educational psychologists, relevant teachers and social workers from relevant social service units for the provision of support services to students with mental health needs and their carers.

EDB works alongside the Curriculum Development Council in reviewing on an ongoing basis the primary and secondary curricula to explore ways of catering better for learner diversity and creating more space for students to achieve their whole-person development. Schools are also advised to regulate the amount of homework given to students each day so as to ensure that they would have enough time to rest, play and develop their own interests.

Moreover, EDB has been reviewing the relevant domains of the education system with a view to supporting and addressing the developmental and diverse needs of students. EDB continues to encourage and support schools in implementing the suggestions made in the review of the New Academic Structure, so as to support the diverse learning needs of schools and students. Measures include: increasing the flexibility in deploying lesson time, trimming, enhancing or updating curriculum contents and assessment arrangements, clarifying the breadth and depth of subject curricula; implementing School-based Assessment in fewer subjects and improving its implementation to reduce student and teacher workload, arranging accreditation of more Applied Learning courses under the Qualifications Framework and increasing opportunities for Industrial Attachment, and encouraging students interested in vocational training or joining the workforce to study two Applied Learning courses, etc.

As announced in the 2017 Policy Address, there will be various measures to provide multiple pathways and further study opportunities for young people so that they can develop according to their capacities and interests. The measures include launching a vocational English programme with the support from the Language Fund for senior secondary students who aspire to pursue vocational and professional education and training or who are prepared to work, with a view to enhancing their English proficiency and enabling them to obtain relevant qualifications from recognised courses for further studies and employment. The Government decides to regularise the Study Subsidy Scheme for Designated Professions/Sectors after the pilot run, making it a recurrent initiative from the 2018/19 academic year onwards and the number of subsidised degree places would be increased. Current students of the designated programmes will also receive the subsidy from the 2018/19 academic year.

- End -

CONTROLLING OFFICER'S REPLY**EDB570****(Question Serial No. 4607)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education

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

Director of Bureau: Secretary for Education

Question:

Please provide a breakdown of the primary education funding designated to increase the manpower resources of teaching staff to lower the student-to-teacher ratio over the past 3 years.

Asked by: Hon KWOK Ka-ki (Member Question No. 108)

Reply:

The student-to-teacher ratios of public sector primary schools from the 2014/15 to 2016/17 school years are as follows:

School Year	2014/15	2015/16	2016/17 (Estimate)
Student-to-teacher ratio	14.0 : 1	14.1 : 1	14.2 : 1

In general, the improvement of the student-to-teacher ratios in public sector primary schools over the years is mainly due to the implementation of Small Class Teaching. Besides, to cater for students with special educational needs, the Education Bureau (EDB) has been providing public sector mainstream primary schools with additional resources on top of the regular subvention for all mainstream schools. The additional resources include the Learning Support Grant, and additional teachers and funding under the Intensive Remedial Teaching Programme and Integrated Education Programme. These grants, together with funding under various initiatives, provide the funding and flexibility for 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

EDB571

(Question Serial No. 4608)

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

In view of the projected increase in the number of primary school students in 2017/18, will the student-to-teacher ratio improve as a result of the increased provision for increasing teaching manpower for primary education?

Asked by: Hon KWOK Ka-ki (Member Question No. 109)

Reply:

Under the existing policy and practices, public sector primary schools are provided with teaching staff resources through (i) regular teacher establishment computed according to the number of classes approved and the teacher-to-class ratio; (ii) additional regular teachers provided under various initiatives; and (iii) cash grants with deployment flexibility for meeting specific policy objectives. Changes in the student-to-teacher ratio hinges on a host of factors such as changes in the student population, the actual number of approved classes, additional cash grants provided for specific initiatives and their deployment by individual schools for appointment of teachers, as well as the implementation of new initiatives which will bring about increase in teaching posts. It is projected that the number of primary school students will increase in the 2017/18 school year and we will provide schools with the required resources according to the current practices.

- End -

CONTROLLING OFFICER'S REPLY**EDB572****(Question Serial No. 4609)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education

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

Director of Bureau: Secretary for Education

Question:

Please provide a breakdown of the funding allocated to primary education, over the past 3 years, for conducting life and death education and studies at schools as well as for organising more “Happy Kids” activities to help students relieve stress and cope with difficulties in their lives.

Asked by: Hon KWOK Ka-ki (Member Question No. 110)

Reply:

The Education Bureau (EDB) has always attached great importance to strengthening students’ ability to cope with adversity and enhancing their respect for life. Since 2001, moral and civic education (MCE) aiming to cultivate students’ positive values and attitudes has been promoted as one of the Four Key Tasks for the curriculum reform in schools. In consideration of schools’ vision and students’ learning needs, schools could implement MCE through providing various learning opportunities, such as school assemblies, life education periods, class teacher periods and life-wide learning activities to foster students’ whole-person development. Moreover, the content of life education, such as “understand life”, “cherish life”, “respect life” and “explore life”, has already been incorporated into different learning themes under the school curriculum. For example, topic on “respect and value life” has been included in General Studies at the primary level.

Life education aims at helping students develop positive values and attitudes and enhance their resilience. To facilitate the implementation of life education at schools, EDB has been developing online resources and provided schools with diversified and practical learning materials, including “Life Event Exemplars” based on students’ daily life experiences. In the recent years, EDB has been organising professional development programmes and learning communities for teachers, with a view to helping schools formulate their school-based life education curriculum as needed and facilitating teachers’ acquisition of teaching strategies and skills necessary for effective implementation of life education. Expenditures for the related curriculum development work, which includes promotion of life education in schools, the provision of professional development programmes for school heads and teachers, production of learning and teaching resources, provision of learning activities for students and collaboration with other government departments and bodies, are subsumed under the recurrent expenditures of relevant EDB sections. Such work is an integral part of our curriculum development work, hence we are unable to provide a separate breakdown on the expenditure on life education in primary schools in the past 3 years.

Moreover, EDB has been providing financial support to schools and Parent-Teacher Associations (PTAs) annually for organising school-based home-school co-operation and parent education activities, including activities for nurturing students’ positive values and healthy life style. In addition, a one-off special Home-School Co-operation Grant of \$5000 was disbursed in 2016 to all public schools and schools under

Direct Subsidy Scheme to subsidise their PTAs in organising parent talks or activities which will facilitate parents to support the healthy mental development of children or activities for enhancing communication with children. As schools or PTAs may use the grants provided to organise different activities not restricted to those for relieving students' stress, a breakdown of expenditure in this regard is not available.

Apart from the above provisions, EDB has jointly launched the Joyful@School Campaign with the Department of Health in the 2016/17 school year with an aim to enhancing students' knowledge and understanding about mental health and their competency in coping with environmental changes. Schools can submit applications to the Quality Education Fund through the simplified application mechanism for funding not exceeding \$150,000 to implement related activities under the Campaign.

- End -

CONTROLLING OFFICER'S REPLY

EDB573

(Question Serial No. 4610)

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

Will the additional resources provided to primary education be used to conduct life and death education and studies at schools as well as to organise more “Happy Kids” activities to help students relieve stress and cope with difficulties in their lives?

Asked by: Hon KWOK Ka-ki (Member Question No. 111)

Reply:

The Education Bureau (EDB) has always attached great importance to strengthening students' ability to cope with adversity and enhancing their respect for life. Since 2001, moral and civic education (MCE) aiming to cultivate students' positive values and attitudes has been promoted as one of the Four Key Tasks for the curriculum reform in schools. In consideration of schools' vision and students' learning needs, schools could implement MCE through providing various learning opportunities, such as school assemblies, life education periods, class teacher periods and life-wide learning activities to foster students' whole-person development. Moreover, the content of life education, such as “understand life”, “cherish life”, “respect life” and “explore life”, has already been incorporated into different learning themes under the school curriculum. For example, topics on “respect and value life” have been included in General Studies at the primary level.

Moreover, EDB has jointly launched the Joyful@School Campaign with the Department of Health in the 2016/17 school year with an aim to enhancing students' knowledge and understanding about mental health and their competency in coping with environmental changes. Schools can submit applications to the Quality Education Fund through the simplified application mechanism for funding not exceeding \$150,000 to implement related activities under the Campaign.

Schools are encouraged to flexibly deploy their existing available resources to update the school-based curriculum and learning and teaching materials in a timely manner, and to organise school activities to cater for students' needs. In response to the rapid societal changes and needs of students, EDB will continue to strengthen support to schools, such as the ongoing development of learning and teaching resources, renewal of relevant curricula and organisation of professional development programmes, with a view to helping students develop positive values and attitudes and enhance their resilience.

- End -

CONTROLLING OFFICER'S REPLY

EDB574

(Question Serial No. 4611)

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

Please provide a detailed breakdown of the provisions for implementing sex education in primary schools under this Programme in the past 3 years.

Asked by: Hon KWOK Ka-ki (Member Question No. 112)

Reply:

Sex education is incorporated into the curriculum of General Studies (GS) in primary schools. There are relevant topics in the GS curriculum to enhance students' understanding of sex-related issues and develop their positive values and attitudes towards sex. Expenditures for the related curriculum development work, which includes promotion in schools, the provision of professional development programmes for school heads and teachers, production of learning and teaching resources, provision of learning activities for students and collaboration with other government departments and bodies, are subsumed under the recurrent expenditures of relevant EDB sections. Such work is an integral part of our curriculum development work, hence we are unable to provide a separate breakdown on the expenditure on sex education in primary schools in the past 3 years.

- End -

CONTROLLING OFFICER'S REPLY

EDB575

(Question Serial No. 4612)

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

Will additional resources be provided under this Programme to primary schools for implementing sex education that can better reflect the times we live in? Will more resources be allocated to strengthen sex education for the youth in the future?

Asked by: Hon KWOK Ka-ki (Member Question No. 113)

Reply:

The Education Bureau (EDB) is committed to the promotion of sex education. Learning elements related to sex education are incorporated into the curriculum of General Studies (GS) in primary schools to enhance students' understanding of sex-related issues and develop their positive values and attitudes towards sex. Schools are encouraged to flexibly deploy their existing available resources to update the school-based curriculum as well as learning and teaching materials in a timely manner, and to organise school activities to cater for students' needs. In response to the rapid societal changes and needs of students, EDB will continue to strengthen support to schools, such as through the ongoing development of learning and teaching resources, renewal of relevant curricula and organisation of professional development programmes to meet the developmental needs of youths and to meet expectations of the society.

- End -

CONTROLLING OFFICER'S REPLY**EDB576****(Question Serial No. 4613)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Secondary Education

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

Director of Bureau: Secretary for Education

Question:

Please provide a breakdown of the secondary education funding designated to increase the manpower resources of teaching staff to lower the student-to-teacher ratio over the past 3 years.

Asked by: Hon KWOK Ka-ki (Member Question No. 114)

Reply:

The student-to-teacher ratios of public sector secondary schools from the 2014/15 to 2016/17 school years are as follows:

School Year	2014/15	2015/16	2016/17 (Estimate)
Student-to-teacher ratio	13.0 : 1	12.3 : 1	11.9 : 1

The improvement of the student-to-teacher ratios is mainly due to the introduction of a series of relief measures to tackle the decline in secondary school student population, including the reduction in the number of students allocated to each S1 class, 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. Moreover, the provision of specific grants for the new senior secondary curriculum, and other grants provided under initiatives such as the Career and Life Planning Grant, etc., also enable schools to employ additional teachers.

Besides, to help schools cater for students with special educational needs, the Education Bureau (EDB) has been providing public sector mainstream secondary schools with additional resources on top of the regular subvention for all mainstream schools. The additional resources include the Learning Support Grant, additional teachers and funding under the Integrated Education Programme and additional teachers to cater for academic low achievers.

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

EDB577

(Question Serial No. 4614)

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

Regarding the promotion of whole-person development among secondary students in paragraph 19, will additional resources allocated for secondary education be used to develop a curriculum on Hong Kong history (the centennial history covering the 1967 Riot, the 1989 Democracy Movement and the Defence of Hong Kong) in line with the Education Bureau's advocating of whole-person education and civic education, so as to enable students to have more comprehensive understanding and knowledge of Hong Kong and support the core subject of Liberal Studies under the senior secondary curriculum?

Asked by: Hon KWOK Ka-ki (Member Question No. 115)

Reply:

The Education Bureau (EDB) attaches much importance to history education. The existing Chinese History and History subject curricula have already covered Hong Kong's development for enhancing students' understanding of the major trends of development of Hong Kong from prehistoric times to the end of 20th century. In alignment with curriculum objectives and students' needs, teachers could teach relevant local happenings in an objective, factual, fair and unbiased manner, and organise activities, such as project competitions, and visits to museums and local heritage sites, to enrich students' understanding of Hong Kong's development, and the relationship between the Mainland and Hong Kong.

The learning of Hong Kong's development is only one part of students' education. EDB consistently promotes students' whole-person development and civic education through various strategies and measures, including conducting curriculum development and review, developing teachers' professional development programmes and learning and resources, and organising student activities, etc. so as to provide a holistic learning experience for students.

- End -

CONTROLLING OFFICER'S REPLY

EDB578

(Question Serial No. 4615)

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

Please provide a detailed breakdown of the provisions for implementing sex education in secondary schools under this Programme in the past 3 years.

Asked by: Hon KWOK Ka-ki (Member Question No. 116)

Reply:

Sex education is incorporated into different Key Learning Areas/subjects of the school curriculum in secondary schools such as Life and Society at the junior secondary level and Liberal Studies at the senior secondary level. There are relevant topics in the curricula of these Key Learning Areas/subjects to enhance students' understanding of sex-related issues and develop their positive values and attitudes towards sex. Expenditures for the related curriculum development work, which includes promotion in schools, the provision of professional development programmes for school heads and teachers, production of learning and teaching resources, provision of learning activities for students and collaboration with other government departments and bodies, are subsumed under the recurrent expenditures of relevant EDB sections. Such work is an integral part of our curriculum development work, hence we are unable to provide a separate breakdown on the expenditures on sex education in secondary schools in the past 3 years.

- End -

CONTROLLING OFFICER'S REPLY

EDB579

(Question Serial No. 4616)

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

According to paragraph 19 of the Controlling Officer's Report, Programme (4) seeks to promote whole-person development. In this connection, will additional resources be provided under this Programme to secondary schools for implementing sex education that can better reflect the times we live in? Will more resources be allocated to strengthen sex education for the youth in the future?

Asked by: Hon KWOK Ka-ki (Member Question No. 117)

Reply:

The Education Bureau (EDB) is committed to the promotion of sex education. Learning elements related to sex education are incorporated into different Key Learning Areas/subjects of the school curriculum in secondary schools, such as Life and Society at the junior secondary level and Liberal Studies at the senior secondary level, to enhance students' understanding of sex-related issues and develop their positive values and attitudes towards sex. Schools are encouraged to flexibly deploy their existing available resources to update the school-based curriculum and learning and teaching materials in a timely manner, and to organise school activities to cater for students' needs. In response to the rapid societal changes and needs of students, EDB will continue to strengthen support to schools, such as the ongoing development of learning and teaching resources, renewal of relevant curricula and organisation of professional development programmes to meet the developmental needs of youths and to fulfil expectations of the society.

- End -

CONTROLLING OFFICER'S REPLY**EDB580****(Question Serial No. 4617)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Secondary Education

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

Director of Bureau: Secretary for Education

Question:

Please provide a breakdown of the funding allocated to secondary education, over the past 3 years, for conducting life and death education and studies at schools as well as for organising more “Happy Kids” activities to help students relieve stress and cope with difficulties in their lives.

Asked by: Hon KWOK Ka-ki (Member Question No. 118)

Reply:

The Education Bureau (EDB) has always attached great importance to strengthening students' ability to cope with adversity and enhancing their respect for life. Since 2001, moral and civic education (MCE) aiming to cultivate students' positive values and attitudes has been promoted as one of the Four Key Tasks for the curriculum reform in schools. In consideration of schools' vision and students' learning needs, schools could implement MCE through providing various learning opportunities, such as school assemblies, life education periods, class teacher periods and life-wide learning activities to foster students' whole-person development. Moreover, the content of life education, such as “understand life”, “cherish life”, “respect life” and “explore life”, has already been incorporated into different learning themes under the school curriculum. For example, themes on “respect life” and “sanctity of life” have been included in the Life and Society Curriculum at the junior secondary level. The meaning of “life and death” can be explored in Ethics and Religious Studies at the senior secondary level. In learning of Liberal Studies at the senior secondary level, students can understand their personal strengths and weaknesses, and learn how to manage stress and frustration and how to make decisions under the pressure of challenges for a positive and meaningful life.

To facilitate the implementation of life education at schools, EDB has been developing online resources and provided schools with diversified and practical learning materials, including “Life Event Exemplars” based on students' daily life experiences. In the recent three years, EDB has been organising professional development programmes and learning communities for teachers, with a view to helping schools in formulating their school-based life education curriculum as needed and facilitating teachers' acquisition of teaching strategies and skills necessary for effective implementation of life education, which aims at helping students develop positive values and attitudes and enhance their resilience. Expenditures for the related curriculum development work, which includes promotion of life education in schools, the provision of professional development programmes for school heads and teachers, production of learning and teaching resources, provision of learning activities for students and collaboration with other government departments and bodies, are subsumed under the recurrent expenditures of relevant EDB sections. Such work is an integral part of our curriculum development work, hence we are unable to provide a separate breakdown on the expenditure on life education in secondary schools in the past 3 years.

Moreover, EDB has been providing financial support to schools and Parent-Teacher Associations (PTAs) annually for organising school-based home-school co-operation and parent education activities, including activities for nurturing students' positive values and healthy life style. In addition, a one-off special Home-School Co-operation Grant of \$5000 was disbursed in 2016 to all public schools and schools under Direct Subsidy Scheme to subsidise their PTAs in organising parent talks or activities which will facilitate parents to support the healthy mental development of children or activities for enhancing communication with children. As schools or PTAs may use the grants provided to organise different activities not restricted to those for relieving students' stress, a breakdown of expenditure in this regard is not available.

Apart from the above provisions, EDB has jointly launched the Joyful@School Campaign with the Department of Health in the 2016/17 school year with an aim to enhancing students' knowledge and understanding about mental health and their competency in coping with environmental changes. Schools can submit applications to the Quality Education Fund through the simplified application mechanism for funding not exceeding \$150,000 to implement related activities under the Campaign.

- End -

CONTROLLING OFFICER'S REPLY**EDB581****(Question Serial No. 4618)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Secondary Education

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

Director of Bureau: Secretary for Education

Question:

According to paragraph 19 of the Controlling Officer's Report, Programme (4) seeks to promote whole-person development. In this connection, will the additional resources provided under this Programme be used to conduct life and death education and studies at schools as well as to organise more "Happy Kids" activities to help students relieve stress and cope with difficulties in their lives?

Asked by: Hon KWOK Ka-ki (Member Question No. 119)

Reply:

The Education Bureau (EDB) has always attached great importance to strengthening students' ability to cope with adversity and enhancing their respect for life. Since 2001, moral and civic education (MCE) aiming to cultivate students' positive values and attitudes has been promoted as one of the Four Key Tasks for the curriculum reform in schools. In consideration of schools' vision and students' learning needs, schools could implement MCE through providing various learning opportunities, such as school assemblies, life education periods, class teacher periods and life-wide learning activities to foster students' whole-person development. Moreover, the content of life education, such as "understand life", "cherish life", "respect life" and "explore life", has already been incorporated into different learning themes under the school curriculum. For example, the topic on "respect and value life" has been included in General Studies at the primary level while themes on "respect life" and "sanctity of life" have been included in the Life and Society Curriculum at the junior secondary level. The meaning of "life and death" can also be explored in Ethics and Religious Studies at the senior secondary level. In the study of Liberal Studies at the senior secondary level, students can understand their personal strengths and weaknesses, and learn how to manage stress and frustration and how to make decisions under the pressure of challenges for a positive and meaningful life.

Schools are encouraged to flexibly deploy their existing available resources to update the school-based curriculum and learning and teaching materials in a timely manner, and to organise school activities to cater for students' needs. In response to the rapid societal changes and needs of students, EDB will continue to strengthen support to schools, such as the ongoing development of learning and teaching resources, renewal of relevant curricula and organisation of professional development programmes, with a view to helping students develop positive values and attitudes and enhance their resilience.

- End -

CONTROLLING OFFICER'S REPLY**EDB582****(Question Serial No. 4619)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

The Education Bureau offers opportunities for students and teachers to join Mainland exchange programmes. In this connection, please provide a breakdown of the related items of expenditure in the past 3 years.

Asked by: Hon KWOK Ka-ki (Member Question No. 120)

Reply:

The Education Bureau provides subsidies for students and teachers to join Mainland exchange programmes. Expenditure involved in Mainland exchange programmes in the past three years (2014-15, 2015-16 and 2016-17) are shown below:

Financial Year	Expenditure (\$million)	
	Programmes for students	Programmes for teachers
2014-15	45.9	1.0
2015-16 [#]	58.2	1.5
2016-17 ⁺	58.8	1.9

[#] Actual figures revised from last year's estimates

⁺ Provisional figures

- End -

CONTROLLING OFFICER'S REPLY

EDB583

(Question Serial No. 4620)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): () Not specified

Programme: (3) Primary Education, (4) Secondary Education, (5) Special Education

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

Director of Bureau: Secretary for Education

Question:

Will the Education Bureau consider deploying relevant resources to provide opportunities for students and teachers to go to other places in the East Asia region to get to know the authentic Chinese culture?

Asked by: Hon Kwok Ka-ki (Member Question No. 121)

Reply:

To promote Chinese history and culture education, the Education Bureau (EDB) will provide a one-off grant of \$100,000 and \$150,000 respectively to each public sector and Direct Subsidy Scheme (DSS) primary and secondary school (including special schools). In accordance with their school context and development needs, schools may flexibly deploy the one-off grant to support teachers to improve their teaching, and develop school-based activities that are related to Chinese history and culture education. Measures could include producing high quality electronic or other relevant learning and teaching resources; supporting teachers to participate in interflow activities on learning and teaching in the Mainland; and organising joint school activities or competitions between local schools or between schools in Hong Kong and the Mainland to promote interchange and dissemination of good practices.

For schools that would like to organise visits to other East Asian regions for learning Chinese culture, they may consider applying for the Quality Education Fund to organise learning and professional development activities for their teachers and students. The funding ceiling on the cost/fee of the trip to Asia (including the Mainland China and Middle East) per student is currently \$6,500, and the actual subsidy for each student may vary depending on their socio-economic background.

- End -

CONTROLLING OFFICER'S REPLY**EDB584****(Question Serial No. 4741)**

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

To promote the healthy and sustainable development of the self-financing post-secondary sector, the Government has introduced the Land Grant Scheme (LGS), under which suitable land sites and vacant government premises are identified and provided to self-financing non-profitmaking post-secondary institutions at nominal premium or at nominal rent as appropriate for the provision of self-financing locally-accredited local and/or non-local post-secondary programmes. A total of 11 land sites and 8 government premises have been allocated under the LGS since its introduction in 2002. In this connection, please provide the following information:

Location of land site/ government premises	Area of land site/ government premises (hectares)	Name of non-profit making post-secondary institution	Number and type of course operated

Asked by: Hon KWOK Ka-ki (Member Question No. 264)

Reply:

In support of the healthy and sustainable development of self-financing post-secondary education sector, the Land Grant Scheme (LGS) was introduced in 2002 to allocate land sites at nominal premium and vacant government premises at nominal rent to non-profit-making post-secondary institutions for operation of self-financing locally-accredited post-secondary programmes at sub-degree level or above. As at 10 March 2017, 11 land sites and eight vacant government premises have been allocated under the LGS. The site area/gross floor area of the related land sites/vacant government premises and the number of programmes which the respective operators planned to offer thereat in the 2016/17 academic year are set out at Annex.

**Site Area of Land Sites Allocated under Land Grant Scheme and
Number of Programmes Planned to be Offered by the Respective Operators
in the 2016/17 Academic Year**

	Land Sites	Site Area (Approximate) (in hectare)	Operators	No. of planned programmes at sub-degree level or above in the 2016/17 academic year
1.	8 On Muk Street, Shek Mun, Shatin, New Territories	0.65	Hong Kong Baptist University - College of International Education and School of Continuing Education	13
2.	28 Wang Hoi Road, Kowloon Bay, Kowloon	0.21	HKU SPACE Community College	13
3.	8 Hung Lok Road, Hung Hom, Kowloon	0.44	The Hong Kong Polytechnic University (PolyU) - Hong Kong Community College (HKCC) and School of Professional Education and Executive Development (SPEED)	37
4.	18 Chui Ling Road, Tseung Kwan O, New Territories	0.49	Caritas Bianchi College of Careers	14
5.	9 Hoi Ting Road, Yau Ma Tei, Kowloon	0.40	PolyU – HKCC and SPEED	26
6.	80 Castle Peak Road, Castle Peak Bay, Tuen Mun, New Territories	1.69	Chu Hai College of Higher Education	12
7.	Hang Shin Link, Siu Lek Yuen, Shatin, New Territories	0.57	Hang Seng Management College	15
8.	81 Chung Hau Street, Ho Man Tin, Kowloon	0.43	The Open University of Hong Kong	8
9.	Tseung Kwan O Town Lot No. 97, Area 73B, New Territories	0.74	Caritas Institute of Higher Education	31
10.	Chai Wan Inland Lot No. 182, Hong Kong	0.99	Vocational Training Council - Technological and Higher Education Institute of Hong Kong	Construction in progress
11.	Ex-Victoria Road Detention Centre site, Mount Davis, Hong Kong	0.64	The University of Chicago Booth School of Business	Construction in progress

**Gross Floor Area of Vacant Government Premises Allocated under Land Grant Scheme and
Number of Programmes Planned to be Offered by the Respective Operators
in the 2016/17 Academic Year**

	Vacant Government Premises	Gross Floor Area (Approximate) (in m²)	Operators	No. of planned programmes at sub-degree level or above in the 2016/17 academic year
1.	Ex-premises of Po Leung Kuk Ho To Shui Hing Primary School, 8 Tam Kung Temple Road, Shau Kei Wan, Hong Kong	890	Hong Kong Art School	4
2.	Ex-premises of Ho Fai Primary School, Yiu On Estate, Ma On Shan, Shatin, New Territories	5 050	Hong Kong College of Technology (HKCT)	13
3.	Ex-premises of Kwong Yuet Tong Excel Foundation Primary School, 3 Wah Lam Path, Pokfulam, Hong Kong	5 700	HKU SPACE Community College*	2
4.	Ex-premises of HKTA Tong Tang Sook Fong Memorial School Estate Primary School, No. 2, Phase II, Tsui Lam Estate, Tseung Kwan O, New Territories	5 275	The Chinese University of Hong Kong – School of Continuing and Professional Studies	16
5.	Ex-premises of St. Thomas Primary School, 213 Nam Cheong Street, Sham Shui Po, Kowloon	1 090	Hong Kong Institute of Technology	9
6.	Ex-premises of FDBWA Mrs Fung Ping Shan Primary School, 2 On Shing Street, Ma On Shan, Shatin, New Territories	9 610	HKCT Institute of Higher Education and HKCT	6
7.	Post-secondary college premises at Tai Wai MTR Station	15 000	Community College of City University	Construction in progress
8.	Ex-premises of Po Leung Kuk Wai Yin College, 2 Tin Wan Hill Road, Aberdeen, Hong Kong	3 060	Yew Chung Community College	Renovation in progress

* The premises is temporarily being used by Centennial College with approval from the Education Bureau.

- End -

CONTROLLING OFFICER'S REPLY

EDB585

(Question Serial No. 4774)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (5) Special 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 (SEN), would the Administration advise of the following:

- a. whether expenditures and manpower were earmarked in the past 3 years and in the 2017-18 Estimates for supporting schools to cater for students with learning difficulties; if yes, of the respective amounts; if no, what are the details?
- b. what were the numbers of funding applications in the past 3 years? How funding were used by the successful applicants? Please set out the school projects implemented with such funding.
- c. whether measures are in place to monitor the use of funding by schools; if yes, of the details of the relevant measures as well as the manpower involved.
- d. whether measures are in place to assess the effectiveness of schools' use of funding; if yes, of the assessment measures and assessment results.
- e. whether there were any assessments in the past 3 years regarding the "basic courses" of special education training and the actual needs of students with SEN, as well as the expenditure involved in providing such training to serving teachers
- f. whether there were any assessments in the past 3 years regarding the "advanced courses" of special education training and the actual needs of students with SEN, as well as the expenditure involved in providing such training to serving teachers
- g. whether there were any assessments in the past 3 years regarding the "thematic courses" of special education training and the actual needs of students with SEN, as well as the expenditure involved in providing such training to serving teachers

Asked by: Hon KWOK Ka-ki (Member Question No. 302)

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 public sector 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 are adjusted annually according to the change in the Composite Consumer Price Index starting from the 2015/16 school year. In the 2016/17 school year, the grant per year per student requiring tier-2 and tier-3 support has been increased to \$13,725 and \$27,450 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 \$164,700. The ceiling of LSG is \$1,583,616 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 2014/15 and 2015/16 school years was \$1,222 million and \$1,310 million respectively, whereas the estimated expenditure for the 2016/17 and 2017/18 school years is \$1,417 million and \$1,469 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.

(e) to (g)

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 provided for serving teachers to enhance their capacity in supporting students with SEN. We have been reviewing the contents of the BAT Courses and the training targets having regard to the latest development in special education and the training position of schools as and when appropriate. For example, in consideration of the international trend of supporting students according to their needs, we re-categorised the elective modules of the Advanced Course and the Thematic Courses according to the educational needs of students with SEN instead of the SEN types since the 2012/13 school year. To facilitate teachers' application of the knowledge gained acquired from the training courses, we have further enhanced the practical elements of the Advanced and Thematic Courses in the 2014/15 school year. Moreover, taking into account the situation of teachers trained in public sector mainstream schools as well as the types and numbers of students with SEN enrolled in mainstream schools, in the 2015/16 school year, we have raised the training targets for each of the public sector mainstream schools to be achieved by the end of the 2019/20 school year 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).

The expenditure on the BAT Courses from the 2014/15 to 2016/17 school years is as follows:

Course	Expenditure (\$ million)		
	2014/15 (Actual)	2015/16 (Actual)	2016/17 (Revised Estimate)
Basic	7.3	8.3	10.0
Advanced	7.8	12.6	14.3
Thematic	24.4	24.2	25.0
Total	39.5	45.1	49.3

We will continue to monitor the progress of teacher training in catering for students with SEN in mainstreaming schools and regularly review the BAT Courses to ensure that appropriate training are provided for teachers.

- End -

CONTROLLING OFFICER'S REPLY

EDB586

(Question Serial No. 4776)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (3) Primary Education, (4) Secondary 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 age group and type of learning difficulties as well as the percentage share of such figures in the population of the respective age groups.

Asked by: Hon KWOK Ka-ki (Member Question No. 304)

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 2013/14 to 2015/16 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.

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

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

2015/16

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
S1	2 198	219	495	938	18	8	63	107
S2	2 137	168	471	983	21	3	58	36
S3	2 210	181	497	846	36	16	72	51
S4	1 882	117	384	716	47	13	74	49
S5	1 386	121	309	486	38	23	59	31
S6	1 203	122	227	381	34	19	68	26

Note: The figures denote the position as at September of the respective school years and do not cover students from Direct Subsidy Scheme schools.

- End -

CONTROLLING OFFICER'S REPLY**EDB587****(Question Serial No. 4777)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) 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 a 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: Hon KWOK Ka-ki (Member Question No. 305)

Reply:

(a) to (c)

The Education Bureau is committed to enhancing the professional capacity of teachers in catering for students with special educational needs. 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.

The number of public sector mainstream school teachers having completed the BAT Courses from 2013/14 to 2015/16 is as follows:

Course	2013/14		2014/15		2015/16	
	Primary	Secondary	Primary	Secondary	Primary	Secondary
Basic	215	356	215	295	221	364
Advanced	92	141	74	86	109	147
Thematic	200	281	152	316	201	250

As the same teacher may attend one or more of the BAT Courses, providing the percentage share of teachers having attended the BAT Courses in the total numbers of primary and secondary teachers is considered inappropriate and misleading.

- End -

CONTROLLING OFFICER'S REPLY**EDB588****(Question Serial No. 4778)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not SpecifiedProgramme: (2) Pre-primary Education, (3) Primary Education, (4) Secondary Education, (5) Special Education, (7) Post-secondary, Vocational and Professional EducationControlling Officer: Permanent Secretary for Education (Mrs Marion LAI)Director of Bureau: Secretary for EducationQuestion:

Please provide the respective number of students receiving the assistance of special education in pre-primary institutions, primary schools, secondary schools, special schools and post-secondary institutions, as well as the expenditures involved.

Asked by: Hon KWOK Ka-ki (Member Question No. 306)Reply:

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 and special schools from which all students, including students with SEN, will benefit.

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 revised estimate of expenditure on additional support and services provided for students with SEN in public sector mainstream primary and secondary schools on top of the regular subvention in the 2016/17 school year is \$1,417 million. For special schools, the revised estimate of expenditure for the 2016-17 financial year is \$2,324 million.

The number of students with SEN studying in public sector mainstream primary schools, secondary schools and special schools in the 2016/17 school year is set out in the table below:

	Primary School	Secondary School	Special School
Number of Students	21 860	21 030	7 680

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.

As far as universities funded by the University Grants Committee are concerned, since funding for students with SEN is included in the Block Grant provided for individual universities, we are not able to provide the actual amount of expenditure on support services for such students.

In 2013, 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 to establish the Endeavour Merit Award (EMA) and the Endeavour Scholarship (EDS) respectively, in

recognition of deserving post-secondary students with SEN in their pursuit of excellence in academic and other areas. Each undergraduate or sub-degree recipient of EMA or EDS will receive scholarship of \$10,000.

The number of EMA and EDS recipients in the 2013/14 to 2015/16 academic years is shown in the table below:

Academic Year	2013/14	2014/15	2015/16
Number of Recipients of Endeavour Merit Award	50	74	97
Number of Recipients of Endeavour Scholarship	50	75	98

Separately, starting from the 2013-14 financial year, a recurrent funding of \$12 million has been allocated to the Vocational Training Council to enhance the support services for students with SEN.

- End -

CONTROLLING OFFICER'S REPLY

EDB589

(Question Serial No. 4779)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education, (3) Primary Education, (4) Secondary Education

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

Director of Bureau: Secretary for Education

Question:

Has the Administration implemented small-class teaching in pre-primary institutions, kindergartens, and primary and secondary schools to specifically cater for the need of students with learning disabilities? What are the teacher-student ratios in these classes?

Asked by: Hon KWOK Ka-ki (Member Question No. 307)

Reply:

To help schools cater for their 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, professional support and teacher training. The additional resources include Learning Support Grant, Enhanced Speech Therapy Grant, and additional teachers under different schemes, etc. Schools are required to 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 arrange small class/group learning, among other support services (such as in-class support, supplemental coaching after class, pull-out programmes, etc) 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). In other words, schools will deploy corresponding teaching strategies based on the support needs of students with SEN, including but not limited to small class teaching. EDB does not collect such school-based information, hence is unable to provide the information as requested.

As support services for children with SEN at pre-primary levels are provided by the Social Welfare Department, EDB does not have the requested information at pre-primary/kindergarten levels.

- End -

CONTROLLING OFFICER'S REPLY**EDB590****(Question Serial No. 4780)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not SpecifiedProgramme: (2) Pre-primary Education, (3) Primary Education, (4) Secondary Education, (7) Post-secondary, Vocational and Professional EducationControlling Officer: Permanent Secretary for Education (Mrs Marion LAI)Director of Bureau: Secretary for EducationQuestion:

Please provide the following non-teaching staff-to-student ratios in pre-primary institutions, primary schools, secondary schools and tertiary institutions:

1. Ratio of social workers to students with special educational needs;
2. Ratio of educational psychologists to students with special educational needs;
3. Ratio of social workers to normal students; and
4. Ratio of educational psychologists to normal students.

Asked by: Hon KWOK Ka-ki (Member Question No. 308)Reply:

Under the principle of school-based management and institutional autonomy, kindergartens, primary and secondary schools as well as tertiary institutions could employ non-teaching staff including social workers and educational psychologists (EP) to meet their operational needs. The Education Bureau (EDB) does not collect school-based information of non-teaching staff, and hence is unable to provide the information as requested.

It should be noted that to support public sector primary and secondary schools to cater for their students with special educational needs (SEN), EDB has been providing them with additional resources on top of the regular subvention for all mainstream schools, professional support and teacher training. Among the various professional support, EDB has provided all public sector primary and secondary schools with School-based Educational Psychology Service (SBEPS) under which one EP serves six to ten schools. EDB has further enhanced SBEPS by progressively improving the ratio of EP to school to 1:4 for public sector schools with a large number of students with SEN from the 2016/17 school year. The SBEPS adopts a comprehensive and integrated service mode that aims at enhancing schools' capacity to cater for students' diverse educational needs, and all students in the respective schools will benefit from the provision of SBEPS.

Besides, EDB implements the Comprehensive Student Guidance Service in all primary schools. 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. For secondary schools, school social work service is provided by the Social Welfare Department through non-governmental organisations.

- End -

CONTROLLING OFFICER'S REPLY**EDB591****(Question Serial No. 4781)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not SpecifiedProgramme: (2) Pre-primary Education, (3) Primary Education, (4) Secondary Education, (5) Special Education, (7) Post-secondary, Vocational and Professional EducationControlling Officer: Permanent Secretary for Education (Mrs Marion LAI)Director of Bureau: Secretary for EducationQuestion:

Regarding pre-primary education, primary schools, secondary schools and tertiary institutions, please give a breakdown of the expenditures on the respective assistance for ordinary students and special students.

Asked by: Hon KWOK Ka-ki (Member Question No. 309)Reply:

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. All students, including students with SEN, will benefit from the regular subvention. The expenditures for pre-primary, primary, secondary and special education in the 2016-17 financial year under Head 156 is set out in the table below:

	Pre-primary Education	Primary Education	Secondary Education	Special Education
The revised estimate for expenditure (\$ million)	3,705	16,709	25,691	2,324

In addition to regular subvention, to support mainstream schools in catering for students with SEN, 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 primary and secondary schools on top of the regular subvention in the 2016/17 school year is \$1,417 million. 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.

As far as universities funded by the University Grants Committee are concerned, since funding for students with SEN is included in the Block Grant provided for individual universities, we are not able to provide the actual amount of expenditure on support services for such students. In 2013, 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 to establish the Endeavour Merit Award (EMA) and the Endeavour Scholarship (EDS) respectively, in recognition of deserving post-secondary students with SEN in their pursuit of excellence in academic and other areas. Each undergraduate or sub-degree recipient of EMA or EDS will receive scholarship of \$10,000. Separately, starting from the 2013-14 financial year, a recurrent funding of \$12 million has been allocated to the Vocational Training Council to enhance the support services for students with SEN.

– End –

CONTROLLING OFFICER'S REPLY**EDB592****(Question Serial No. 4782)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Secondary Education

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

Director of Bureau: Secretary for Education

Question:

What assistance has been provided by the Administration to students with special educational needs taking public examinations and applying for universities? Please provide a detailed breakdown of the expenditure involved.

Asked by: Hon KWOK Ka-ki (Member Question No. 310)

Reply:

The Hong Kong Examinations and Assessment Authority (HKEAA) has provided special examination arrangements to students with special educational needs (SEN) taking public examinations. The number of students with SEN applying for special examination arrangements in the Hong Kong Diploma of Secondary Education (HKDSE) Examination in the past five years from the 2012/13 to 2016/17 school years, listed by categories of SEN and special examination arrangements is at **Annex**

The expenditure incurred by the HKEAA on the provision of special examination arrangements for Hong Kong Advanced Level Examination (HKALE) and HKDSE Examination in the past five years is as follows -

School Year	Expenditure (\$ million)
2012/13	3.4
2013/14	7.2
2014/15	10.7
2015/16	12.1
2016/17	15.2*

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 the actual expenditure from September 2016 to January 2017.

The Joint University Programmes Admissions System (JUPAS) is the main platform for students sitting for the HKDSE (and previously the HKALE) to apply for admission to undergraduate programmes funded by University Grants Committee (UGC). Applicants with a disability who wish to apply via JUPAS may submit information in relation to their disabilities for consideration by the 9 JUPAS participating-universities and the institutions under the Study Subsidy Scheme for Designated Professions / Sectors (SSSDP). Such arrangements are intended to enable such applicants to find out as early as possible the special assistance and facilities the 9 JUPAS participating-universities and the SSSDP institutions could provide to them on their admissions. The arrangements also help the 9 JUPAS participating-universities and the SSSDP institutions

identify those applicants with a disability so that they could provide help and advice at an early stage and give appropriate consideration to the applicants concerned.

According to the JUPAS Office, such applicants will receive special consideration given by the 9 JUPAS participating-institutions and / or the SSSDP institutions and may receive offers in the Special Round, prior to the Main Round exercise. However, they are not required to respond to the offers, if any, at the Special Round as their applications will continue to be considered in the Main Round exercise to see if even "better" offers could be made to them. If "better" offers are given to applicants with disabilities in the Main Round, the offers given as a result of special considerations in the Special Round will be withdrawn. The final decision on admission will be announced together with the JUPAS Main Round offer results.

Since funding for students with SEN is included in the Block Grant provided for individual UGC-funded universities, we are not able to provide the breakdown of actual expenditure involved in the work relevant to JUPAS mentioned above.

Numbers of Students Applying for Special Examination Arrangements in the HKDSE from 2012/13 to 2016/17
(by Categories of Special Educational Needs)

Year of Examination	Examination	Physical Disabilities	Visual Disabilities	Aural Disabilities	Oral Disabilities	Specific Learning Disabilities	Other Disabilities	Total
2013	HKDSE	100	71	224	110	461	242	1 208
2014	HKDSE	136	69	246	135	619	393	1 598
2015	HKDSE	147	79	217	139	697	467	1 746
2016	HKDSE	115	56	269	128	881	598	2 047
2017	HKDSE *	106	56	281	147	1 061	738	2 389

Numbers of Students Applying for Special Examination Arrangements in the HKDSE from 2012/13 to 2016/17
(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 Word Processor	Use of Screen Reader	Speech-to-text Software
2013	HKDSE	891	717	9	79	1	327	108	1	17	68	N/A
2014	HKDSE	1 216	1 065	3	75	0	146	105	1	23	86	N/A
2015	HKDSE	1 689^	1 271	9	98	1	151	89	2	24	95	N/A
2016	HKDSE	2 002^	1 624	9	79	2	150	82	8	29	127	N/A
2017	HKDSE *	2 354^	1 944	7	77	0	156	80	4	17	171	147

* Figures as at 1 March 2017

^ Including both written and speaking examinations

- End -

CONTROLLING OFFICER'S REPLY**EDB593****(Question Serial No. 4785)**

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

Regarding students with special educational needs admitted to tertiary institutions, please give a breakdown of the assistance provided by the 8 publicly-funded institutions and other non-publicly funded institutions and the expenditures involved.

Asked by: Hon KWOK Ka-ki (Member Question No. 315)

Reply:

As far as universities funded by the University Grants Committee (UGC) are concerned, since funding for students with special educational needs is included in the Block Grant provided for individual universities, we are not able to provide the actual amount of expenditure on support services for such students. To further support SEN students in the post-secondary sector, the Government has implemented various initiatives in recent years, as detailed below.

(a) To facilitate SEN students to pursue UGC-funded programmes and adapt to campus life, as well as to further promote the inclusive culture, UGC has provided a one-off special grant of \$20 million in total for the eight UGC-funded universities in 2015 to enhance the UGC-funded universities' support for students with SEN, as a means to demonstrate UGC's commitment towards offering equal opportunities to all people, including students with SEN. The grant has been allocated on a pro-rata basis according to the number of students with SEN admitted to individual universities, so that universities may implement additional measures to enhance their support services for students with SEN. The funding is for the eight UGC-funded universities to purchase the necessary aids and equipment to facilitate the study of students with SEN; strengthen training among the academic and administrative staff to enhance their awareness towards students with SEN; and support student bodies to organise events and activities to encourage integration of students with SEN into campus life. Upon conclusion of the scheme, universities are required to deploy resources from the Block Grant to continue with the provision of such measures.

(b) In 2013, the Government made two separate injections of \$20 million into the HKSAR Government Scholarship Fund and the Self-financing Post-secondary Education Fund to establish the Endeavour Merit Award (EMA) and the Endeavour Scholarship (EDS) respectively, in recognition of deserving post-secondary students with special educational needs in their pursuit of excellence in academic and other areas. Each undergraduate or sub-degree recipient of EMA or EDS will receive scholarship of \$10,000. The number of EMA and EDS recipients in the 2013/14 to 2015/16 academic years is shown at Annex.

(c) Starting from the 2013-14 financial year, a recurrent funding of \$12 million has been allocated to the Vocational Training Council to enhance the support services for students with SEN.

(d) 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 conducted by the Student Finance Office of the Working Family and Student Financial Assistance Agency.

In view of the diverse needs of post-secondary students with SEN, the Government will continue to encourage information sharing among the institutions and related non-government organisations, so as to better support the students and promote the inclusive culture.

**Number of recipients of Endeavour Merit Award under the HKSAR Government Scholarship Fund
and that of
Endeavour Scholarship under the Self-financing Post-secondary Education Fund**

Academic Year	2013/14	2014/15	2015/16
Number of recipients of Endeavour Merit Award	50	74	97
Number of Recipients of Endeavour Scholarship	50	75	98

- End -

CONTROLLING OFFICER'S REPLY**EDB594****(Question Serial No. 6694)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) 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 of the following:

(a) In 2015/16, there were 22 900 and 19 400 teachers serving in mainstream secondary and primary schools respectively. Please provide information on the changes in the number of teachers serving in government and aided secondary and primary schools, and the changes in the number of serving teachers who had received training of the following 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.

Asked by: Hon KWOK Wing-hang, Dennis (Member Question No. 29)

Reply:

(a)

The number of public sector mainstream primary and secondary school teachers from the 2011/12 to 2015/16 school years is as follows:

School Year	2011/12	2012/13	2013/14	2014/15	2015/16
No. of primary school teachers	17 900	17 900	18 300	18 900	19 400
No. of secondary school teachers	25 700	24 100	23 500	23 300	22 900

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 and secondary school teachers having completed the BAT Courses from the 2011/12 to 2015/16 school years is as follows:

Course	2011/12		2012/13		2013/14		2014/15		2015/16	
	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary
Basic	147	211	120	339	215	356	215	295	221	364
Advanced	160	213	89	152	92	141	74	86	109	147
Thematic	592	386	144	222	200	281	152	316	201	250

(b)

The actual expenditure on the BAT Courses from the 2011/12 to 2015/16 school years is as follows:

Course	Actual Expenditure (\$ million)				
	2011/12	2012/13	2013/14	2014/15	2015/16
Basic	4.3	6.3	7.9	7.3	8.3
Advanced	14.6	11.0	10.7	7.8	12.6
Thematic	25.1	18.4	24.5	24.4	24.2
TOTAL	44.0	35.7	43.1	39.5	45.1

- End -

CONTROLLING OFFICER'S REPLY**EDB595****(Question Serial No. 6695)**

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

At present, the Education Bureau provides the Learning Support Grant (LSG) for mainstream primary and secondary schools to help teacher support students with special educational needs (SEN). Would the Government advise this Committee of the following:

(a) Please use the table below to provide the number of primary and secondary schools being allocated with the LSG in the 2014/15 school year.

Provision of Learning Support Grant (\$)	No. of Primary Schools	No. of Secondary Schools
0-156,000		
156,001-416,000		
416,001-676,000		
676,001-936,000		
936,001-1,196,000		
1,196,001-1,456,000		
Above 1,456,000		

(b) Please tabulate the amount of LSG clawed back from mainstream primary and secondary schools and the number of schools concerned in the above school year.

Asked by: Hon KWOK Wing-hang, Dennis (Member Question No. 34)

Reply:

(a)

The number of mainstream public sector primary and secondary schools eligible for Learning Support Grant (LSG) by the required range of provision in the 2014/15 school year is tabulated below:

Provision of Learning Support Grant (\$)	Number of Primary schools	Number of Secondary schools
0-156,000	5	56
156,001-416,000	109	120
416,001-676,000	33	63
676,001-936,000	56	59
936,001-1,196,000	52	36
1,196,001-1,456,000	38	29
Above 1,456,000	11	20

(b)

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. Based on the audited information as at March 2017, the amount of LSG clawed back and the number of schools concerned at the end of the 2014/15 school year (aided and caput schools)/2014-15 financial year (government schools) are tabulated below:

	Primary Schools	Secondary Schools
LSG claw-back amount (\$ million)	1.0	2.0
Number of schools with LSG clawed back	17	48

- End -

CONTROLLING OFFICER'S REPLY**EDB596****(Question Serial No. 6794)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (5) Special Education

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

Director of Bureau: Secretary for Education

Question:

Regarding the wastage of teachers in mainstream primary and secondary schools, please provide the following information:

- (a) What are the respective numbers of Certificated Masters/Mistresses (CMs) and Graduate Masters/Mistresses (GMs) within the establishment and on contracts in mainstream primary and secondary schools in each of the past 5 years?
- (b) How many primary and secondary teachers who left their jobs because they have issues with the size of the school's teaching establishment or the grants it provided? If such statistics do exist, please set out in a table the detailed breakdown of the numbers; if not, what are the reasons?
- (c) What are the respective numbers of permitted teachers and registered teachers in primary and secondary schools? Please provide the cumulative figures in each of the past 5 years.

Asked by: Hon KWOK Wing-hang, Dennis (Member Question No. 102)

Reply:

- (a) The posts in the approved teaching establishment of public sector schools are regular posts, and teachers filling these posts (except temporary or supply teachers) are regular teachers. The number of regular teachers and contract teachers (i.e. those employed using cash grants from the government or schools' own funding) appointed as graduate teachers and non-graduate teachers in public sector primary and secondary schools for the school years from 2012/13 to 2016/17 are as follows:

Primary Schools (Government and Aided)

School Year	Regular Teachers		Contract Teachers	
	Number of Graduate Teachers*	Number of Non-graduate Teachers*	Number of Graduate Teachers*	Number of Non-graduate Teachers*
2012/13	7 110	8 780	30	1 510
2013/14	7 330	9 580	0	1 170
2014/15	7 550	9 780	0	1 360
2015/16	7 950	9 540	0	1 600
2016/17 (Estimate)	8 510	9 240	10	1 790

* Numbers are rounded to the nearest 10.

Secondary Schools (Government, Aided and Caput)

School Year	Regular Teachers		Contract Teachers	
	Number of Graduate Teachers*	Number of Non-graduate Teachers*	Number of Graduate Teachers*	Number of Non-graduate Teachers*
2012/13	17 010	3 420	1 060	1 430
2013/14	17 350	3 510	820	1 270
2014/15	17 200	3 380	820	1 380
2015/16	16 840	3 200	840	1 540
2016/17 (Estimate)	16 680	3 060	760	1 570

* Numbers are rounded to the nearest 10.

- (b) The Education Bureau (EDB) does not collect information on the number of teachers who left their jobs due to the size of the school's teaching establishment or the grants it provided.
- (c) As some permitted teachers may opt to register as registered teachers upon attaining teacher training qualifications, the number of permitted teachers and registered teachers may change throughout the year. Hence, EDB has not compiled the related statistics in the past years. In the 2016/17 school year, the estimated numbers of registered teachers and permitted teachers in public sector primary and secondary schools are set out in the table below.

Primary Schools (Government and Aided)		Secondary Schools (Government, Aided and Caput)	
Number of Registered Teachers	Number of Permitted Teachers	Number of Registered Teachers	Number of Permitted Teachers
19 210	560	21 070	1 140

Notes:

- Numbers are rounded to the nearest 10.
- The figures have not included those whose teachers' registration applications are being processed by EDB.
- Not every government schools teachers have been reflected in the statistics above. As government schools are exempt from the Education Ordinance, it is not mandatory for government school teachers to undergo teacher registration (government school teachers appointed on civil service terms are subject to the control of the relevant Civil Service Regulations and other rules and regulations promulgated by the Civil Service Bureau).

- End -

CONTROLLING OFFICER'S REPLY

EDB597

(Question Serial No. 4009)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not specified
Programme: (3) 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 2016/17 school year?

Asked by: Hon LAU Siu-lai (Member Question No. 1028)

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 2016/17 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 2016/17 school year**

Grade	P1	P2	P3	P4	P5	P6
Number of NCS students	1 574	1 643	1 617	1 593	1 451	1 388

Notes:

1. Figures refer to the position as at September of 2016.
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 2016/17 school year**

	P1	P2	P3	P4	P5	P6
Indonesian	25	27	26	21	14	15
Filipino	214	211	220	230	221	213
Indian	134	169	149	166	177	175
Pakistani	473	507	557	542	536	506
Nepalese	324	341	296	272	227	211
Japanese	25	27	18	15	16	12
Thai	18	27	29	30	23	34
Korean	6	14	14	9	6	4
Other Asian	26	40	45	58	27	31
White	134	112	101	104	66	50
Others	73	75	63	57	54	52
Total	1 452	1 550	1 518	1 504	1 367	1 303

Notes:

1. Figures refer to the position as at September of 2016.
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

EDB598

(Question Serial No. 4010)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not specified
Programme: (4) 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 2016/17 school year?

Asked by: Hon LAU Siu-lai (Member Question No. 1029)

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 2016/17 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 2016/17 school year**

Grade	S1	S2	S3	S4	S5	S6
Number of NCS students	1 648	1 633	1 523	1 454	1 452	1 261

Notes:

1. Figures refer to the position as at September of 2016.
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 2016/17 school year**

	S1	S2	S3	S4	S5	S6
Indonesian	16	15	11	12	7	11
Filipino	239	284	277	251	243	214
Indian	199	210	221	182	204	185
Pakistani	521	546	509	465	460	389
Nepalese	262	243	238	213	210	198
Japanese	17	7	9	9	9	8
Thai	36	31	21	12	26	8
Korean	16	9	9	9	7	5
Other Asian	52	54	29	37	22	19
White	55	44	33	36	29	20
Others	88	80	64	87	65	37
Total	1 501	1 523	1 421	1 313	1 282	1 094

Notes:

1. Figures refer to the position as at September of 2016.
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

EDB599

(Question Serial No. 4011)

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

What are the number of non-Chinese speaking students and the number of ethnic minorities studying at different class levels in kindergartens in the 2016/17 school year?

Asked by: Hon LAU Siu-lai (Member Question No. 1030)

Reply:

At present, all kindergartens (KGs) in Hong Kong are privately run and the 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 KGs in the 2016/17 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 2016/17 school year**

	K1	K2	K3
Number of NCS students	4 477	4 688	3 075

Notes:

1. Figures refer to the position as at September of 2016.
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 2016/17 school year**

	K1	K2	K3
Indonesian	39	33	31
Filipino	199	191	194
Indian	463	473	306
Pakistani	468	539	508
Nepalese	334	316	328
Japanese	282	260	196
Thai	34	35	38
Korean	105	149	56
Other Asian	125	126	87
White	1 189	1 258	804
Others	592	604	346
Total	3 830	3 984	2 894

Notes:

1. Figures refer to the position as at September of 2016.
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**EDB600****(Question Serial No. 4012)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) 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 2016/17 school year?

Asked by: Hon LAU Siu-lai (Member Question No. 1031)

Reply:

The number of cross-boundary students (CBS) attending primary schools in Hong Kong by class level in the 2016/17 school year is as follows:

Class Level	P1	P2	P3	P4	P5	P6	Total
Number of CBS	4 210	3 709	3 460	2 836	2 005	1 238	17 458

Note: Figures are based on the annual survey conducted via schools in September 2016 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**EDB601****(Question Serial No. 4013)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) 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 local secondary schools by class level in the 2016/17 school year?

Asked by: Hon LAU Siu-lai (Member Question No. 1032)

Reply:

The number of cross-boundary students (CBS) attending secondary schools in Hong Kong by class level in the 2016/17 school year is as follows:

Class Level	S1	S2	S3	S4	S5	S6	Total
Number of CBS	839	654	615	514	427	306	3 355

Note: Figures are based on the annual survey conducted via schools in September 2016 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**EDB602****(Question Serial No. 4014)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

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, and the number of students enrolled in these kindergartens by District Council district in the 2016/17 school year?

Asked by: Hon LAU Siu-lai (Member Question No. 1033)

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 2016/17 school year is tabulated below:

District	WD classes		HD classes	
	No. of KGs	No. of students	No. of KGs	No. of students
Central & Western	22	1 282	33	4 897
Wan Chai	13	1 227	25	5 898
Eastern	58	3 056	68	8 804
Southern	20	1 301	34	3 347
Sham Shui Po	36	2 754	35	6 979
Yau Tsim Mong	25	1 942	23	4 557
Kowloon City	49	3 691	78	19 363
Wong Tai Sin	41	3 254	32	4 354
Kwun Tong	58	4 523	49	7 841
Tsuen Wan	23	1 854	32	5 368
Tuen Mun	60	4 298	48	8 919
Yuen Long	56	3 991	57	13 224
North	33	1 956	38	10 227
Tai Po	29	2 179	29	4 603
Sha Tin	54	3 876	58	10 837
Sai Kung	43	2 995	49	6 160
Islands	24	1 446	33	2 466
Kwai Tsing	48	3 521	46	7 042

Note: Figures refer to the position as at mid-September of the school year.

- End -

CONTROLLING OFFICER'S REPLY**EDB603****(Question Serial No. 4015)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not SpecifiedProgramme: (3) Primary EducationControlling Officer: Permanent Secretary for Education (Mrs Marion LAI)Director of Bureau: Secretary for EducationQuestion:

What is the number of students, by type of disabilities and grade level, 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
2011-12						
2012-13						
2013-14						
2014-15						
2015-16						
2016-17						

Intellectual Disabilities	P1	P2	P3	P4	P5	P6
2011-12						
2012-13						
2013-14						
2014-15						
2015-16						
2016-17						

Autism Spectrum Disorders	P1	P2	P3	P4	P5	P6
2011-12						
2012-13						
2013-14						
2014-15						
2015-16						
2016-17						

Attention Deficit/ Hyperactivity Disorder	P1	P2	P3	P4	P5	P6
2011-12						
2012-13						
2013-14						
2014-15						
2015-16						
2016-17						

Physical Disability	P1	P2	P3	P4	P5	P6
2011-12						
2012-13						
2013-14						
2014-15						
2015-16						
2016-17						

Visual Impairment	P1	P2	P3	P4	P5	P6
2011-12						
2012-13						
2013-14						
2014-15						
2015-16						
2016-17						

Hearing Impairment	P1	P2	P3	P4	P5	P6
2011-12						
2012-13						
2013-14						
2014-15						
2015-16						
2016-17						

Speech & Language Impairment	P1	P2	P3	P4	P5	P6
2011-12						
2012-13						
2013-14						
2014-15						
2015-16						
2016-17						

Asked by: Hon LAU Siu-lai (Member Question No. 1034)

Reply:

The number of students with special educational needs (SEN) studying in public sector mainstream primary schools by grade levels and by major type of SEN from the 2011/12 to 2016/17 school years is set out at the Appendix. With increased awareness of SEN among the schools and parents as well as the improvement in the identification tools and mechanisms, the number of students with SEN has increased over the years.

**Number of students with SEN studying in public sector mainstream primary schools
by grade levels and by major type of SEN from the 2011/12 to 2016/17 school years** (Note 1)

Specific Learning Difficulties	P1 (Note 2)	P2	P3	P4	P5	P6
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
2016/17	2	206	2 142	2 231	2 136	2 144

Intellectual Disability	P1 (Note 2)	P2	P3	P4	P5	P6
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
2016/17	86	119	107	130	124	105

Autism Spectrum Disorders	P1	P2	P3	P4	P5	P6
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
2016/17	683	841	943	894	874	784

Attention Deficit/ Hyperactivity Disorder	P1	P2	P3	P4	P5	P6
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
2016/17	159	311	675	967	1 068	1 169

Physical Disability	P1	P2	P3	P4	P5	P6
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
2016/17	12	27	16	19	16	24

Visual Impairment	P1	P2	P3	P4	P5	P6
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
2016/17	1	8	8	7	4	1

Hearing Impairment	P1	P2	P3	P4	P5	P6
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
2016/17	46	43	53	62	50	42

Speech & Language Impairment	P1 (Note 2)	P2	P3	P4	P5	P6
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
2016/17	18	872	601	469	337	220

Note:

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

- End -

CONTROLLING OFFICER'S REPLY**EDB604****(Question Serial No. 4016)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) 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 type of disabilities and grade level, 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
2011-12							
2012-13							
2013-14							
2014-15							
2015-16							
2016-17							

Intellectual Disability	S1	S2	S3	S4	S5	S6	S7
2011-12							
2012-13							
2013-14							
2014-15							
2015-16							
2016-17							

Autism Spectrum Disorders	S1	S2	S3	S4	S5	S6	S7
2011-12							
2012-13							
2013-14							
2014-15							
2015-16							
2016-17							

Attention Deficit / Hyperactivity Disorder	S1	S2	S3	S4	S5	S6	S7
2011-12							
2012-13							
2013-14							
2014-15							

2015-16							
2016-17							

Physical Disability	S1	S2	S3	S4	S5	S6	S7
2011-12							
2012-13							
2013-14							
2014-15							
2015-16							
2016-17							

Visual Impairment	S1	S2	S3	S4	S5	S6	S7
2011-12							
2012-13							
2013-14							
2014-15							
2015-16							
2016-17							

Hearing Impairment	S1	S2	S3	S4	S5	S6	S7
2011-12							
2012-13							
2013-14							
2014-15							
2015-16							
2016-17							

Speech & Language Impairment	S1	S2	S3	S4	S5	S6	S7
2011-12							
2012-13							
2013-14							
2014-15							
2015-16							
2016-17							

Asked by: Hon LAU Siu-lai (Member Question No. 1035)

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 2011/12 to 2016/17 school years is set out at the Appendix. With increased awareness of SEN among the schools and parents as well as the improvement in the identification tools and mechanisms, the number of students with SEN has increased over the years.

**Number of students with SEN studying in public sector mainstream secondary schools
by grade levels and by major SEN types from the 2011/12 to 2016/17 school years**

Specific Learning Difficulties	S1	S2	S3	S4	S5	S6	S7
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
2016/17	2 155	2 064	2 121	2 011	1 599	1 309	N/A

Intellectual Disability	S1	S2	S3	S4	S5	S6	S7
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
2016/17	169	199	167	151	109	112	N/A

Autism Spectrum Disorders	S1	S2	S3	S4	S5	S6	S7
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
2016/17	588	533	509	490	376	306	N/A

Attention Deficit / Hyperactivity Disorder	S1	S2	S3	S4	S5	S6	S7
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
2016/17	1 114	1 094	1 008	801	615	461	N/A

Physical Disability	S1	S2	S3	S4	S5	S6	S7
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
2016/17	26	18	23	41	44	38	N/A

Visual Impairment	S1	S2	S3	S4	S5	S6	S7
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
2016/17	7	9	11	18	12	21	N/A

Hearing Impairment	S1	S2	S3	S4	S5	S6	S7
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
2016/17	42	58	59	71	65	56	N/A

Speech & Language Impairment	S1	S2	S3	S4	S5	S6	S7
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
2016/17	135	74	58	37	22	28	N/A

Notes:

1. The figures denote the position as at September of the respective school years.
2. N/A: Not applicable.

- End -

CONTROLLING OFFICER'S REPLY**EDB605****(Question Serial No. 4017)**

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

What were the number of students with disabilities enrolled in sub-degree and undergraduate programmes in the past 6 years by type of disabilities? (Please fill in the following table)

Specific Learning Difficulties	Sub-degree	Undergraduate
2011-12		
2012-13		
2013-14		
2014-15		
2015-16		
2016-17		

Autism Spectrum Disorders	Sub-degree	Undergraduate
2011-12		
2012-13		
2013-14		
2014-15		
2015-16		
2016-17		

Attention Deficit/Hyperactivity Disorder	Sub-degree	Undergraduate
2011-12		
2012-13		
2013-14		
2014-15		
2015-16		
2016-17		

Physical Disability	Sub-degree	Undergraduate
2011-12		
2012-13		
2013-14		
2014-15		
2015-16		

2016-17		
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Visual Impairment	Sub-degree	Undergraduate
2011-12		
2012-13		
2013-14		
2014-15		
2015-16		
2016-17		

Hearing Impairment	Sub-degree	Undergraduate
2011-12		
2012-13		
2013-14		
2014-15		
2015-16		
2016-17		

Speech and Language Impairment	Sub-degree	Undergraduate
2011-12		
2012-13		
2013-14		
2014-15		
2015-16		
2016-17		

Others	Sub-degree	Undergraduate
2011-12		
2012-13		
2013-14		
2014-15		
2015-16		
2016-17		

Asked by: Hon LAU Siu-lai (Member Question No. 1036)

Reply:

The number of students with special educational needs pursuing full-time locally-accredited sub-degree and undergraduate programmes from the 2012/13 to 2016/17 academic year by type of disabilities is appended below -

Specific Learning Difficulties	Sub-degree	Undergraduate
2012-13	48	24
2013-14	65	25
2014-15	121	36
2015-16	154	44
2016-17 (Provisional)	229	62

Autism Spectrum Disorders	Sub-degree	Undergraduate
2012-13	23	10
2013-14	28	11
2014-15	40	15
2015-16	51	22
2016-17 (Provisional)	74	28

Attention Deficit/Hyperactivity Disorder	Sub-degree	Undergraduate
2012-13	9	13
2013-14	16	15
2014-15	33	19
2015-16	52	37
2016-17 (Provisional)	81	46

Physical Disability	Sub-degree	Undergraduate
2012-13	37	47
2013-14	41	46
2014-15	63	59
2015-16	54	56
2016-17 (Provisional)	47	59

Visual Impairment	Sub-degree	Undergraduate
2012-13	34	58
2013-14	30	46
2014-15	28	53
2015-16	40	52
2016-17 (Provisional)	31	52

Hearing Impairment	Sub-degree	Undergraduate
2012-13	65	74
2013-14	64	84
2014-15	65	119
2015-16	65	112
2016-17 (Provisional)	59	110

Speech and Language Impairment	Sub-degree	Undergraduate
2012-13	9	4
2013-14	12	5
2014-15	16	11
2015-16	25	11
2016-17 (Provisional)	44	12

Others *	Sub-degree	Undergraduate
2012-13	69	104
2013-14	52	105
2014-15	98	146
2015-16	106	165
2016-17 (Provisional)	117	187

* Including multiple types of disabilities.

- End -

CONTROLLING OFFICER'S REPLY**EDB606****(Question Serial No. 4018)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education, (3) Primary Education, (4) Secondary Education

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

Director of Bureau: Secretary for Education

Question:

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 LAU Siu-lai (Member Question No. 1037)

Reply:

The number of students in kindergartens (including kindergarten-cum-child care centres), primary and secondary schools by grade in the 2016/17 school year is given below:

Level	Grade	Student
Kindergarten (including kindergarten-cum-child care centre)	K1	57 355
	K2	65 769
	K3	60 908
	K1-K3	184 032
Primary	P1	61 861
	P2	59 896
	P3	60 735
	P4	59 292
	P5	55 240
	P6	51 984
	P1-P6	349 008
Secondary	S1	54 479
	S2	54 424
	S3	56 052
	S4	57 637
	S5	58 274
	S6	55 023
	S7	2 263
	S1-S7	338 152

- 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 subsidized secondary 7 places under local curriculum starting from the 2012/13 school year.

- End -

CONTROLLING OFFICER'S REPLY

EDB607

(Question Serial No. 4036)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not specified
Programme: (7) Post-secondary, 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 estimated intakes and actual intakes, as well as the tuition fees and percentage increase, of self-financing undergraduate and sub-degree programmes respectively in the past 5 years by institution and programme.

Asked by: Hon LAU Siu-lai (Member Question No. 3013)

Reply:

Based on the information provided by relevant institutions, the estimated intakes, actual intakes and the average annual tuition fees by institution of the full-time locally-accredited self-financing sub-degree, first-year-first-degree and top-up degree programmes from the 2012/13 to 2016/17 academic years are set out at Annex.

**Estimated Intakes of Full-time Locally-accredited Self-financing Sub-degree, First-year-first-degree and Top-up Degree Programmes
by Institution from the 2012/13 to 2016/17 Academic Years**

Institution	2012/13 Academic Year				2013/14 Academic Year				2014/15 Academic Year				2015/16 Academic Year				2016/17 Academic Year			
	Estimated Intakes				Estimated Intakes				Estimated Intakes				Estimated Intakes				Estimated Intakes			
	Sub-Degree [1]	First-year-first-degree	Top-up Degree	Total	Sub-degree	First-year-first-degree	Top-up Degree	Total	Sub-degree	First-year-first-degree	Top-up Degree	Total	Sub-degree	First-year-first-degree [2]	Top-up Degree	Total	Sub-degree	First-Year-First-Degree [2]	Top-up Degree	Total
Caritas Bianchi College of Careers	340	-	-	340	400	-	-	400	290	-	-	290	270	-	-	270	185	-	-	185
Caritas Institute of Community Education	-	-	-	-	-	-	-	-	60	-	-	60	296	-	-	296	132	-	-	132
Caritas Institute of Higher Education	360	480	80	920	400	360	30	790	340	660	200	1 200	300	360	345	1 005	195	330	325	850
Centennial College	-	400	320	720	-	240	320	560	-	320	320	640	-	440	320	760	-	440	320	760
Chu Hai College of Higher Education	-	1 450	-	1 450	-	725	-	725	-	880	-	880	-	1 030	-	1 030	-	1 040	-	1 040
City University of Hong Kong and its School of Continuing and Professional Education and Community College of City University	3 525	-	1 142	4 667	3 500	-	1 634	5 134	3 600	-	1 848	5 448	2 500	-	1 930	4 430	2 900	380	1 615	4 895
Gratia Christian College	-	-	-	-	-	-	-	-	-	-	-	-	-	180	-	180	-	180	-	180
Hang Seng Management College	200	1 295	130	1 625	140	801	69	1 010	140	1 513	99	1 752	-	1 282	215	1 497	-	1 300	260	1 560
HKCT Institute of Higher Education	-	-	-	-	-	-	-	-	-	20	20	40	-	25	25	50	-	15	25	40
HKU SPACE Po Leung Kuk Stanley Ho Community College	1 591	-	-	1 591	2 040	-	-	2 040	2 000	-	-	2 000	1 900	-	-	1 900	1 960	-	-	1 960
Hong Kong Adventist College	40	-	-	40	40	-	-	40	-	-	-	-	-	-	-	-	-	-	-	-
Hong Kong Art School ^[3]	55	65	-	120	55	65	-	120	80	65	-	145	80	65	-	145	50	65	-	115
Hong Kong Baptist University and its School of Continuing Education and College of International Education	3 090	-	630	3 720	2 055	-	730	2 785	1 957	120	900	2 977	1 993	120	1 450	3 563	1 993	120	1365	3 478
Hong Kong College of Technology	945	-	-	945	1 030	-	-	1 030	1 005	-	-	1 005	375	-	-	375	275	-	-	275
Hong Kong Institute of Technology	460	140	90	690	662	210	130	1 002	300	250	170	720	300	100	191	591	200	150	191	541
Hong Kong Nang Yan College of Higher Education	300	-	-	300	300	-	-	300	90	120	40	250	90	120	80	290	60	180	100	340
Hong Kong Shue Yan University	-	1 314	-	1 314	-	1 500	-	1 500	-	1 323	-	1 323	-	1 283	-	1 283	-	1 245	-	1 245
Kaplan Business and Accountancy School	160	-	-	160	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Lingnan University and its Community College at Lingnan University and Lingnan Institute of Further Education	2 880	-	-	2 880	2 000	-	-	2 000	1 665	-	-	1 665	680	-	-	680	650	-	-	650
Pui Ching Academy	120	-	-	120	150	-	-	150	260	-	-	260	-	-	-	-	-	-	-	-
Sacred Heart Canossian College of Commerce	160	-	-	160	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SCAD Foundation (Hong Kong) Limited / Savannah College of Art and Design, Inc.	-	228	-	228	-	175	-	175	-	225	-	225	-	300	-	300	-	300	-	300
School of Continuing and Professional Studies, The Chinese University of Hong Kong	1 420	-	185	1 605	1 650	-	270	1 920	1 500	-	415	1 915	1 400	-	455	1 855	1 210	-	455	1 665
The Education University of Hong Kong	285	271	104	660	250	355	112	717	226	380	139	745	126	379	139	644	-	334	140	474
The Hong Kong Polytechnic University and its School	4 500	-	1 725	6 225	4 000	-	1 877	5 877	4 000	-	2 230	6 230	3 640	-	2 065	5 705	3 675	-	2 158	5 833

Institution	2012/13 Academic Year				2013/14 Academic Year				2014/15 Academic Year				2015/16 Academic Year				2016/17 Academic Year			
	Estimated Intakes				Estimated Intakes				Estimated Intakes				Estimated Intakes				Estimated Intakes			
	Sub-Degree ^[1]	First-year-first-degree	Top-up Degree	Total	Sub-degree	First-year-first-degree	Top-up Degree	Total	Sub-degree	First-year-first-degree	Top-up Degree	Total	Sub-degree	First-year-first-degree ^[2]	Top-up Degree	Total	Sub-degree	First-Year-first-Degree ^[2]	Top-up Degree	Total
of Professional Education and Executive Development and Hong Kong Community College																				
The Hong Kong University of Science and Technology	-	-	-	-	-	-	-	-	-	45	-	45	-	45	-	45	-	45	-	45
The Open University of Hong Kong and Li Ka Shing Institute of Professional and Continuing Education	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	1 080	1 710	1 050	3 840
The University of Hong Kong - HKU SPACE & HKU SPACE Community College	3 901	-	55	3 956	4 220	35	185	4 440	4 220	50	292	4 562	3 500	120	731	4 351	2 800	85	507	3 392
Tung Wah College	250	710	205	1 165	300	710	205	1 215	200	710	305	1 215	150	710	305	1 165	310	660	320	1 290
Vocational Training Council	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	2 610	1 010	2 978	6 598
Yew Chung Community College	220	-	-	220	420	-	-	420	180	-	-	180	120	-	-	120	120	-	-	120
YMCA College of Careers	105	-	-	105	40	-	-	40	90	-	-	90	90	-	-	90	80	-	-	80

Notes:

[1] Includes sub-degree programmes provided under the old academic structure.

[2] Figures include those for 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.

The figures are based on institutions' estimates for planning purpose and do not necessarily mean the maximum approved intakes.

**Actual Intakes of Full-time Locally-accredited Self-financing Sub-degree, First-year-first-degree and Top-up Degree Programmes
by Institution from the 2012/13 to 2016/17 Academic Years**

Institution	2012/13 Academic Year				2013/14 Academic Year				2014/15 Academic Year				2015/16 Academic Year				2016/17 Academic Year			
	Actual Intakes				Actual Intakes				Actual Intakes				Actual Intakes				Actual Intakes ^[1]			
	Sub-degree ^[2]	First-year-first-degree	Top-up Degree	Total	Sub-degree	First-year-first-degree	Top-up Degree	Total	Sub-degree	First-year-first-degree	Top-up Degree	Total	Sub-degree	First-year-first-degree ^[3]	Top-up Degree	Total	Sub-degree	First-year-first-degree ^[3]	Top-up Degree	Total
Caritas Bianchi College of Careers	179	-	-	179	215	-	-	215	191	-	-	191	162	-	-	162	128	-	-	128
Caritas Institute of Community Education	-	-	-	-	-	-	-	-	36	-	-	36	88	-	-	88	92	-	-	92
Caritas Institute of Higher Education	180	60	43	283	216	73	64	353	207	307	130	644	174	283	121	578	158	277	105	540
Centennial College	-	231	54	285	-	154	77	231	-	105	119	224	-	75	62	137	-	25	10	35
Chu Hai College of Higher Education	-	852	-	852	-	309	-	309	-	381	-	381	-	169	-	169	-	166	-	166
City University of Hong Kong and its School of Continuing and Professional Education and Community College of City University	3 611	-	1 132	4 743	3 370	-	1 673	5 043	2 457	-	1 794	4 251	3 299	-	1 110	4 409	3 392	236	688	4 316
Gratia Christian College	-	-	-	-	-	-	-	-	-	-	-	-	-	51	-	51	-	18	-	18
Hang Seng Management College	318	1 636	121	2 075	106	755	65	926	85	1 479	89	1 653	-	1 071	136	1 207	-	1 174	251	1 425
HKCT Institute of Higher Education	-	-	-	-	-	-	-	-	-	@	@	@	-	-	8	8	-	@	@	@
HKU SPACE Po Leung Kuk Stanley Ho Community College	2 824	-	-	2 824	992	-	-	992	1 252	-	-	1 252	1 177	-	-	1 177	1 002	-	-	1 002
Hong Kong Adventist College ^[4]	1	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hong Kong Art School	93	68	-	161	54	42	-	96	60	61	-	121	42	36	-	78	72	114	-	186
Hong Kong Baptist University and its School of Continuing Education and College of International Education	2 853	-	672	3 525	1 750	-	693	2 443	1 861	132	982	2 975	1 888	126	950	2 964	1 874	137	898	2 909
Hong Kong College of Technology	206	-	-	206	336	-	-	336	268	-	-	268	207	-	-	207	216	-	-	216
Hong Kong Institute of Technology	476	51	62	589	587	71	127	785	230	193	248	671	215	13	138	366	221	60	119	400
Hong Kong Nang Yan College of Higher Education	12	-	-	12	20	-	-	20	5	8	15	28	12	25	13	50	0	12	12	24
Hong Kong Shue Yan University	-	1 354	-	1 354	-	1 495	-	1 495	-	1 262	-	1 262	-	1 337	-	1 337	0	817	-	817
Kaplan Business and Accountancy School	14	-	-	14	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Lingnan University and its Community College at Lingnan University and Lingnan Institute of Further Education	3 514	-	-	3 514	1 333	-	-	1 333	601	-	-	601	499	-	-	499	475	-	-	475
Pui Ching Academy ^[5]	-	-	-	-	3	-	-	3	-	-	-	-	-	-	-	-	-	-	-	-
Sacred Heart Canossian College of Commerce	116	-	-	116	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SCAD Foundation (Hong Kong) Limited / Savannah College of Art and Design, Inc.	-	155	-	155	-	178	-	178	-	129	-	129	-	115	-	115	-	119	-	119
School of Continuing and Professional Studies, The Chinese University of Hong Kong	1 410	-	163	1 573	979	-	295	1 274	1 171	-	387	1 558	1 074	-	220	1 294	957	-	137	1 094
The Education University of Hong Kong	333	295	119	747	181	350	109	640	212	358	126	696	115	288	131	534	-	284	125	409
The Hong Kong Polytechnic University and its School of Professional Education and Executive Development and Hong Kong Community College	4 704	-	1 746	6 450	3 810	-	1 776	5 586	3 591	-	2 133	5 724	3 713	-	1 806	5 519	4 224	-	1 701	5 925
The Hong Kong University of Science and Technology	-	-	-	-	-	-	-	-	-	41	-	41	-	48	-	48	-	56	-	56

Institution	2012/13 Academic Year				2013/14 Academic Year				2014/15 Academic Year				2015/16 Academic Year				2016/17 Academic Year			
	Actual Intakes				Actual Intakes				Actual Intakes				Actual Intakes				Actual Intakes ^[1]			
	Sub-degree ^[2]	First-year-first-degree	Top-up Degree	Total	Sub-degree	First-year-first-degree	Top-up Degree	Total	Sub-degree	First-year-first-degree	Top-up Degree	Total	Sub-degree	First-year-first-degree ^[3]	Top-up Degree	Total	Sub-degree	First-year-first-degree ^[3]	Top-up Degree	Total
The Open University of Hong Kong and Li Ka Shing Institute of Professional and Continuing Education	495	1 481	951	2 927	626	264	920	1 810	856	1 779	1 341	3 976	1 018	1 880	1 394	4 292	860	1 639	1 434	3 933
The University of Hong Kong - HKU SPACE & HKU SPACE Community College	5 181	-	39	5 220	2 532	57	230	2 819	2 911	71	349	3 331	2 719	60	486	3 265	2 932	50	315	3 297
Tung Wah College	274	464	112	850	231	475	165	871	78	394	181	653	107	363	118	588	236	350	129	715
Vocational Training Council	3 695	268	920	4 883	3 662	522	1 227	5 411	3 570	494	2 594	6 658	3 002	761	2 043	5 806	2 450	641	2 020	5 111
Yew Chung Community College	56	-	-	56	44	-	-	44	84	-	-	84	107	-	-	107	108	-	-	108
YMCA College of Careers	48	-	-	48	23	-	-	23	32	-	-	32	37	-	-	37	32	-	-	32

Notes:

[1] Provisional figures as at late October 2016. The final figures may vary.

[2] Includes sub-degree programmes provided under the old academic structure.

[3] Figures include those for 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 the institution.

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 2012/13 to 2016/17 Academic Years

Institution	Average Annual Tuition Fee (\$)														
	2012/13 Academic Year ^[1]			2013/14 Academic Year			2014/15 Academic Year			2015/16 Academic Year			2016/17 Academic Year		
	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	49,045 - 53,840	-	-	51,015 - 56,540	-	-	51,800 - 57,705	-	-	54,000 - 60,500	-	-	56,060 - 62,800	-	-
Caritas Institute of Community Education	-	-	-	-	-	-	48,500	-	-	46,000 - 48,500	-	-	47,250 - 53,250	-	-
Caritas Institute of Higher Education	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	56,060 - 60,730	69,105 - 101,640	70,580 - 71,970
Centennial College	-	87,000	92,000	-	87,000	92,000	-	87,000	92,000	-	94,000	99,000	-	94,000	99,000
Chu Hai College of Higher Education	-	55,000	-	-	53,429 - 61,500	-	-	65,000 - 65,833	-	-	68,500 - 69,333	-	-	71,500	-
City University of Hong Kong and its School of Continuing and Professional Education ^[2] and Community College of City University	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	47,250 - 83,900	73,200	69,881 - 101,280
Gratia Christian College	-	-	-	-	-	-	-	-	-	-	62,500	-	-	62,500	-
Hang Seng Management College	45,000	63,500	65,000	48,000	66,500	68,000	49,500	69,000	70,500	-	77,250	82,300	-	79,800	81,466 - 84,800
HKCT Institute of Higher Education	-	-	-	-	-	-	-	64,750	66,000	-	64,750	66,000	-	66,000	66,000
HKU SPACE Po Leung Kuk Stanley Ho Community College	51,150	-	-	52,500	-	-	52,500	-	-	55,000	-	-	55,000	-	-
Hong Kong Adventist College	39,600	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hong Kong Art School ^[2]	43,000	77,522	-	45,000	81,400	-	46,500	81,400	-	48,000	84,000	-	49,500	86,700	-
Hong Kong Baptist University and its School of Continuing Education and College of International Education	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	47,250 - 57,000	58,720	78,000 - 158,000
Hong Kong College of Technology	41,000 - 49,480	-	-	43,740 - 51,600	-	-	47,100 - 54,120	-	-	47,100 - 54,120	-	-	49,880 - 56,760	-	-
Hong Kong Institute of Technology ^[2]	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	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	41,000	65,000 - 71,000	65,000 - 79,000
Hong Kong Shue Yan University	-	55,000	-	-	55,000	-	-	60,000	-	-	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	43,800 - 50,000	-	-	43,800 - 50,000	-	-	43,800 - 50,000	-	-	48,000 - 52,500	-	-	50,000 - 52,500	-	-

Institution	Average Annual Tuition Fee (\$)														
	2012/13 Academic Year ^[1]			2013/14 Academic Year			2014/15 Academic Year			2015/16 Academic Year			2016/17 Academic Year		
	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	43,700	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SCAD Foundation (Hong Kong) Limited / Savannah College of Art and Design, Inc. ^[2]	-	266,939	-	-	279,755	-	-	282,215	-	-	287,856	-	-	281,014	-
School of Continuing and Professional Studies, The Chinese University of Hong Kong ^[2]	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	48,038 - 72,760	-	90,000 - 127,800
The Education University of Hong Kong	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	-	75,000 - 84,000	75,000 - 85,800
The Hong Kong Polytechnic University and its School of Professional Education and Executive Development and Hong Kong Community College	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	52,500 - 62,475	-	67,500 - 120,000
The Hong Kong University of Science and Technology	-	-	-	-	-	-	-	247,759	-	-	251,649	-	-	251,649	-
The Open University of Hong Kong and Li Ka Shing Institute of Professional and Continuing Education ^[2]	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	53,700 - 82,575	65,480 - 115,600	65,475 - 100,738
The University of Hong Kong - HKU SPACE & HKU SPACE Community College ^[2]	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	55,000 - 76,000	53,600	49,900 - 110,700
Tung Wah College	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	54,000 - 88,150	62,250 - 115,600	42,000 - 109,475
Vocational Training Council ^[2]	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	52,200 - 53,400	71,280 - 92,730	62,800 - 94,750
Yew Chung Community College	53,550	-	-	60,500	-	-	63,150 - 63,650	-	-	64,900	-	-	67,000	-	-
YMCA College of Careers	43,000	-	-	44,250	-	-	46,000	-	-	43,200 - 46,000	-	-	45,000 - 49,500	-	-

Notes:

[1] Tuition fee information includes 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.

– End –

CONTROLLING OFFICER'S REPLY**EDB608****(Question Serial No. 4037)**

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

It is stated in paragraph 164 of the speech that “regularising the Study Subsidy Scheme for Designated Professions/Sectors from the 2018/19 academic year and increasing the number of subsidised places to about 3 000 per cohort, involving about \$850 million per year” will be one of the initiatives. Please provide, by institution and programme, the number of subsidised places for full-time locally-accredited self-financing undergraduate programmes; the number of first-year, second-year and third-year students in receipt of subsidy; the tuition fee per programme; the level of subsidy per year; the percentage of subsidy in terms of total tuition fee; and the total amount of subsidy in the 2015/16, 2016/17 and 2017/18 academic years.

Please also advise of the criteria for identifying designated professions/sectors as targets of subsidy and the justifications for including new professions/sectors (if any).

Asked by: Hon LAU Siu-lai (Member Question No. 3014)

Reply:

In order to nurture talent to meet Hong Kong's social and economic needs, the Government has launched the Study Subsidy Scheme for Designated Professions/ Sectors (SSSDP) on a pilot basis 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. As announced in the 2017 Policy Address, SSSDP will be regularised from the 2018/19 academic year with an increased number of subsidised places from about 1 000 per cohort to about 3 000. Current students of the designated programmes will also receive the subsidy from the 2018/19 academic year. It is expected that about 13 000 students will benefit from the scheme each academic year.

In consultation with policy bureaux, we identified six industries with keen manpower demand that are supported by SSSDP in its pilot run, namely healthcare, architecture and engineering, testing and certifications, creative industries, logistics, and tourism and hospitality. 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 policy bureaux.

The unit subsidy is administered by a two-tier arrangement in which a subsidy of up to \$40,000 per year is provided to programmes which are not laboratory-based while a higher subsidy of up to \$70,000 per year is provided to programmes which are laboratory-based. 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 based on the actual enrolment of eligible students subject to the quota for the designated programmes. Students with

financial need may apply for student financial assistance in respect of the actual amount of tuition fees payable (i.e. tuition fees after deducting unit subsidy). Details are set out at **Annex**.

**Relevant Institutions, Selected Programmes, Number of Subsidised Places, Number of Students in Receipt of Subsidy,
Average Annual Tuition Fee (before Deduction of Subsidy), Annual Subsidy Amount and Actual Expenditure on Subsidy in the 2015/16 Academic Year**

Institutions	Programmes	Number of subsidised places	Number of students in receipt of subsidy	Average annual tuition fee (before deduction of subsidy) (\$)	Annual subsidy amount (\$)	Percentage of tuition fee subsidised (%)	Actual expenditure on subsidy (\$)
Chu Hai College of Higher Education	Bachelor of Architecture (Honours)	40	20	69,333	40,000	57.7	800,000
Hang Seng Management College	Bachelor of Business Administration (Honours) in Supply Chain Management	70	70	77,250	40,000	51.8	2,720,000
The Open University of Hong Kong	Bachelor of Fine Arts with Honours in Animation and Visual Effects	80	74	90,000	70,000	77.8	5,180,000
	Bachelor of Nursing with Honours in General Health Care	150	150	111,800	70,000	62.6	10,500,000
	Bachelor of Nursing with Honours in Mental Health Care	70	70	111,800	70,000	62.6	4,900,000
	Bachelor of Science with Honours in Testing and Certification	50	50	90,000	70,000	77.8	3,500,000
Tung Wah College	Bachelor of Health Science (Honours) – Major in Nursing	200	200	108,280	70,000	64.6	13,755,000
Technological and Higher Education Institute of Hong Kong, Vocational Training Council	Bachelor of Arts (Honours) in Fashion Design	60	60	87,533	70,000	80.0	4,200,000
	Bachelor of Arts (Honours) in Product Design	60	59	87,533	70,000	80.0	4,130,000
	Bachelor of Arts (Honours) in Culinary Arts and Management	30	30	87,533	40,000	45.7	1,200,000
	Bachelor of Arts (Honours) in Landscape Architecture	10	10	87,533	40,000	45.7	400,000
	Bachelor of Engineering (Honours) in Civil Engineering	60	60	87,533	70,000	80.0	4,200,000
	Bachelor of Engineering (Honours) in Environmental Engineering and Management	60	60	87,533	70,000	80.0	4,200,000
Total		940	913				59,685,000

**Relevant Institutions, Selected Programmes, Number of Subsidised Places, Number of Students in Receipt of Subsidy,
Average Annual Tuition Fee (before Deduction of Subsidy) Annual Subsidy Amount and Estimated Expenditure on Subsidy in the 2016/17 Academic Year**

Institutions	Programmes	Number of subsidised places	Number of students in receipt of subsidy		Average annual tuition fee (before deduction of subsidy) (\$)	Annual subsidy amount (\$)	Percentage of tuition fee subsidised (%)	Estimated expenditure on subsidy (\$)
			Year 1	Year 2				
Caritas Institute of Higher Education	Bachelor of Nursing (Honours)	60	60	-	101,640	70,000	68.9	4,200,000
Chu Hai College of Higher Education	Bachelor of Architecture (Honours)	-	-	19	71,500	40,000	57.7	760,000
	Bachelor of Science (Honours) in Architecture	40	22	-	71,500	40,000	55.9	900,000
Hang Seng Management College	Bachelor of Business Administration (Honours) in Supply Chain Management	70	70	69	79,800	40,000	50.1	5,560,000
The Open University of Hong Kong	Bachelor of Fine Arts with Honours in Animation and Visual Effects	80	80	72	90,000	70,000	77.8	10,640,000
	Bachelor of Nursing with Honours in General Health Care	150	150	149	111,800	70,000	62.6	20,930,000
	Bachelor of Nursing with Honours in Mental Health Care	70	70	67	111,800	70,000	62.6	9,590,000
	Bachelor of Science with Honours in Testing and Certification	50	48	49	90,000	70,000	77.8	6,790,000
Tung Wah College	Bachelor of Health Science (Honours) – Major in Nursing	200	200	190	109,475	70,000	63.9	27,300,000
Technological and Higher Education Institute of Hong Kong, Vocational Training Council	Bachelor of Arts (Honours) in Fashion Design	60	44	58	91,245	70,000	76.7	7,140,000
	Bachelor of Arts (Honours) in Product Design	60	57	52	91,245	70,000	76.7	7,630,000
	Bachelor of Arts (Honours) in Culinary Arts and Management	30	30	30	91,245	40,000	43.8	2,400,000
	Bachelor of Arts (Honours) in Landscape Architecture	10	10	9	91,245	40,000	43.8	760,000
	Bachelor of Arts (Honours) in Horticulture and Landscape Management	30	30	-	91,245	40,000	43.8	1,200,000
	Bachelor of Engineering (Honours) in Civil Engineering	60	60	56	98,835	70,000	70.8	8,120,000
	Bachelor of Engineering (Honours) in Environmental Engineering and Management	60	60	58	91,245	70,000	76.7	8,260,000
	Total	1 030	991	878				122,180,000

**Relevant Institutions, Selected Programmes, Number of Subsidised Places, Average Annual Tuition Fee (before Deduction of Subsidy)
and Annual Subsidy Amount for the Cohort to be Admitted in the 2017/18 Academic Year**

Institutions	Programmes	Number of subsidised places	Average annual tuition fee (before deduction of subsidy) (\$)	Annual subsidy amount (\$)	Percentage of tuition fee subsidised (%)
Caritas Institute of Higher Education	Bachelor of Nursing (Honours)	60	104,720	70,000	66.8
Chu Hai College of Higher Education	Bachelor of Science (Honours) in Architecture	40	71,500	40,000	55.9
Hang Seng Management College	Bachelor of Business Administration (Honours) in Supply Chain Management	70	81,800	40,000	48.9
The Open University of Hong Kong	Bachelor of Fine Arts with Honours in Animation and Visual Effects	80	90,000	70,000	77.8
	Bachelor of Nursing with Honours in General Health Care	150	111,800	70,000	62.6
	Bachelor of Nursing with Honours in Mental Health Care	70	111,800	70,000	62.6
	Bachelor of Engineering with Honours in Testing and Certification	50	90,000	70,000	77.8
Tung Wah College	Bachelor of Health Science (Honours) – Major in Nursing	200	109,475	70,000	63.9
	Bachelor of Science (Honours) in Medical Laboratory Science	20	119,680	70,000	58.5
	Bachelor of Science (Honours) in Radiation Therapy	12	129,030	70,000	54.3
Technological and Higher Education Institute of Hong Kong, Vocational Training Council	Bachelor of Arts (Honours) in Fashion Design	60	94,133	70,000	74.4
	Bachelor of Arts (Honours) in Product Design	60	94,133	70,000	74.4
	Bachelor of Arts (Honours) in Culinary Arts and Management	30	94,133	40,000	42.5
	Bachelor of Arts (Honours) in Landscape Architecture	10	94,133	40,000	42.5
	Bachelor of Arts (Honours) in Horticulture and Landscape Management	30	94,133	40,000	42.5
	Bachelor of Engineering (Honours) in Civil Engineering	60	102,053	70,000	68.6
	Bachelor of Engineering (Honours) in Environmental Engineering and Management	60	94,133	70,000	74.4
	Total	1 062			

- End -

CONTROLLING OFFICER'S REPLY**EDB609****(Question Serial No. 4051)**

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

Regarding the development of the publicly-funded tertiary education in the past 5 years, please advise this Committee of the following:

- a) the number of publicly-funded degree places in each of the past 5 years;
- b) the number of publicly-funded sub-degree places;
- c) the participation rate represented as the proportion of publicly-funded degree places to the population of the relevant cohort;
- d) the participation rate represented as the proportion of publicly-funded sub-degree places to the population of the relevant cohort;
- e) the unit cost of publicly-funded degree places; and
- f) the unit cost of publicly-funded sub-degree places.

Asked by: Hon LAU Siu-lai (Member Question No. 3052)

Reply:

(a) to (d)

The requested information is set out at Annex.

(e) to (f)

The average student unit costs of University Grants Committee (UGC)-funded undergraduate and sub-degree places, which are derived based on the actual costs incurred on UGC-funded expenditure items and reported by universities, for the 2011/12 to 2015/16 academic years are set out below:

Study level	Average student unit cost (\$'000) ^{Note 1}				
	2011/12	2012/13	2013/14	2014/15	2015/16 ^{Note 2}
Undergraduate place	233	203	209	222	237
Sub-degree place	147	137	139	156	172

Notes:

1. 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. \$42,100 per student per year for degree programmes, \$15,040 per student per year for sub-degree programmes offered by The Education University of Hong Kong, and \$31,575 per student per year for sub-degree programmes offered by the other UGC-funded universities).
2. Provisional figures.

Intakes of publicly-funded undergraduate and sub-degree programmes and the respective participation rates of the relevant cohorts, 2012/13 to 2016/17 academic years

Academic year	Publicly-funded undergraduate intake places ¹		Publicly-funded sub-degree intake places ³	
	Number / actual intakes	Participation rate of the relevant cohort ²	Actual intakes	Participation rate of the relevant cohort ²
2012/13 ⁴	32 814	N/A	9 903	N/A
2013/14	18 153	22.6%	11 047	13.7%
2014/15	19 165	24.0%	12 480	15.7%
2015/16	20 377	26.5%	12 791	16.6%
2016/17 ^{5,6}	20 811	28.4%	12 728	17.4%

Notes:

1. Including first-year first-degree (FYFD) and senior year undergraduate intake places offered by the University Grants Committee (UGC)-funded universities, the Hong Kong Academy for Performing Arts 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 18 to 20. As from the 2016/17 academic year, the age cohort for senior year entry and top-up degree programmes is expanded from the ages of 18 to 20 to that of 18 to 22 in order to better reflect the age profile of the students entering such programmes.
3. Including the actual intakes of publicly-funded sub-degree programmes offered by UGC-funded universities and the Vocational Training Council.
4. 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.
5. Figures for the 2016/17 academic year are provisional.
6. As from the 2016/17 academic year, the intakes of all sub-degree and undergraduate programmes refer to actual intakes of local students. Hence, the intake figures before the 2016/17 academic years are not strictly comparable with those for the 2016/17 academic year.

- End -

CONTROLLING OFFICER'S REPLY

EDB610

(Question Serial No. 6389)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

The Vocational Training Council has implemented the Pilot Training and Support Scheme (Pilot Scheme) since the 2014/15 academic year. Would the Administration advise this Committee of the following:

1. the respective number of students participating in the Pilot Scheme in 2014-15 and 2016-17, with a breakdown by the type of industries joining the Pilot Scheme;
2. the respective list of business establishments participating in the Pilot Scheme in 2014-15 and 2016-17;
3. the respective expenditure of the Pilot Scheme in 2014-15 and 2016-17; and
4. the expected number of participants of the Pilot Scheme in 2017-18, as estimated by the Administration?

Asked by: Hon LAU Siu-lai (Member Question No. 3165)

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 (AY), 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. Among others, the Task Force recommended to extend the Pilot Scheme to benefit more students pending a review. According to a review conducted by VTC in 2015, the Pilot Scheme was in general well received by the participating employers and students. Therefore, the Government has decided to extend the Pilot Scheme for two more cohorts of students admitted in the 2016/17 and 2017/18 AYs, benefitting 2 000 more students with an additional estimated non-recurrent expenditure of \$144 million.

As at 28 February 2017, the electrical and mechanical (E&M) trades of the construction industry, printing, watch & clock, automobile, testing & certification and medical centre operation trades have joined the Pilot Scheme. About 2 400 trainees have benefitted. Further breakdown by academic year and industry is as follows –

	Number of New Beneficiaries		
	2014/15 AY	2015/16 AY	2016/17 AY (as at 28 February 2017)
E&M and Construction	285	887	969
Testing and Certification	-	21	14
Medical Centre Operation	-	-	12
Watch & Clock	-	12	10
Printing	-	7	7
Automotive	-	81	113
Subtotal	285	1 008	1 125
Total	2 418		

Trade associations and industry partners will liaise and consolidate the requirements of individual companies in respective industries in order to facilitate the 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 Association of Construction Materials Laboratories. As at February 2017, there are around 150 companies participating in the Pilot Scheme.

The commitment of the Pilot Scheme covers the allowance to be provided to students only, and VTC will provide administrative support for the Pilot Scheme using existing manpower resources. Up to the 2016-17 financial year, the expenditure of the Pilot Scheme is about \$60.9 million in total. The estimated expenditure in the 2017-18 financial year is about \$66 million. It is estimated that around 1 000 students will participate in the Pilot Scheme in the 2017/18 AY.

- End -

CONTROLLING OFFICER'S REPLY**EDB611****(Question Serial No. 6464)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Secondary Education

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

Director of Bureau: Secretary for Education

Question:

Starting from the 2014/15 school year, the Education Bureau provides public sector schools and Direct Subsidy Scheme secondary schools operating classes at senior secondary levels with a recurrent cash grant for implementing life planning education. In this connection, would the Government please inform this Committee,

1. of the respective numbers of schools which have used the grant on employment of additional staff, organisation of life planning activities, and enhancement of school-based career guidance services in 2014-15 and 2017-18;
2. of the content of such life planning activities organised by schools in 2014-15 and 2017-18;
3. of the respective numbers of schools, among those using the grant on employment of staff, which have employed additional teachers, social workers and other professionals in 2014-15 and 2017-18;
4. of the details of the work plans, including objectives and strategies, and effectiveness evaluation mechanisms that the schools have developed for the organisation of life planning activities in 2014-15 and 2017-18; and
5. whether EDB inspectors have prepared reports or minutes of meeting recording the advice they gave to the schools on the implementation of life planning education; if so, of the details; if not, the reasons for that.

Asked by: Hon LAU Siu-lai (Member Question No. 3166)

Reply:

(1) & (3) The Career and Life Planning Grant (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. Based on our information, a predominant majority of the schools (over 90%) used CLPG in acquiring additional manpower, such as additional teachers and teaching assistants. Most of the schools used the remaining balance of the grant, which is usually less than 20%, to hire school-based career-related services for students, procuring relevant teaching materials and financing students to attend related programmes or activities.

(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. 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 also engage in professional discourse with the school guidance teams and render on-site advice on improvements to the work plans and deployment of resources during the school visits. Advice specific to each school is recorded in our internal records.

- End -

CONTROLLING OFFICER'S REPLY**EDB612****(Question Serial No. 7222)**

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, in the form of a table, the planning standards and provision of open space and major community facilities in the planning areas of the 18 districts:

Facility	Number of facilities calculated based on population standard	Provision		Surplus/Shortage (calculated based on planned provision)
		Existing provision	Planned provision	
Secondary school				
Primary school				
Nursery and Kindergarten				

Asked by: Hon LAW Kwun-chung, Nathan (Member Question No. 8)

Reply:

The required educational facilities by 18 districts are as follows:

Facility	Number of facilities calculated based on population standard	Provision		Surplus/Shortage (calculated based on planned provision)
		Existing provision (Number of classrooms)	Planned provision	
Secondary school	* Please refer to Explanatory Note 1	Central and Western: 365 Eastern: 832 Islands: 209 Southern: 425 Wan Chai: 411 Kowloon City: 985 Kwun Tong: 931 Sai Kung: 685 Sham Shui Po: 686 Wong Tai Sin: 641 Yau Tsim Mong: 528 North: 600 Sha Tin: 1 189	* Please refer to Explanatory Note 1	* Please refer to Explanatory Note 1

		Tai Po: 566 Kwai Tsing: 822 Tsuen Wan: 353 Tuen Mun: 998 Yuen Long: 1 123 Total: 12 349		
Primary school	* Please refer to Explanatory Note 1	Central and Western: 306 Eastern: 671 Islands: 356 Southern: 306 Wan Chai: 338 Kowloon City: 851 Kwun Tong: 943 Sai Kung: 798 Sham Shui Po: 582 Wong Tai Sin: 635 Yau Tsim Mong: 526 North: 666 Sha Tin: 1 100 Tai Po: 466 Kwai Tsing: 786 Tsuen Wan: 478 Tuen Mun: 927 Yuen Long: 1 234 Total: 11 969	* Please refer to Explanatory Note 1	* Please refer to Explanatory Note 1
Nursery and Kindergarten	* Please refer to Explanatory Note 2	Central and Western: 250 Eastern: 509 Islands: 212 Southern: 348 Wan Chai: 278 Kowloon City: 791 Kwun Tong: 370 Sai Kung: 309 Sham Shui Po: 320 Wong Tai Sin: 251 Yau Tsim Mong: 172 North: 258 Sha Tin: 369 Tai Po: 185 Kwai Tsing: 279 Tsuen Wan: 185 Tuen Mun: 397 Yuen Long: 401 Total: 5 884	* Please refer to Explanatory Note 2	* Please refer to Explanatory Note 2

*** Explanatory Note 1:**

Under the established mechanism, the Government will reserve sites for school development when planning large-scale residential developments in accordance with the guidelines set out in the Hong Kong Planning Standards and Guidelines (HKPSG) with a view to catering for the population intake of the district and relevant public housing development, satisfying the community's need for education services and supporting related policy measures (including reprovisioning of existing schools, local demand for school places and the diversified development of the education system, etc.). As at March 2017, there are a total of 18 reserved school sites for primary and secondary 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 site investigation and school design, are being carried out in accordance with the prevailing procedure. A breakdown of the 18 reserved school sites by districts with their planned use is set out in the Table below. Among them, funding approval for projects on three reserved school sites was obtained from the Finance Committee (FC) of the Legislative Council (LegCo) in the 2014-15 LegCo Session with the school building works already underway; projects on two reserved school sites were approved in the LegCo Session in 2015-16 with the school building works commenced in 2016; while a project on another reserved school site would be submitted for funding approval from FC in the 2016-17 LegCo Session. For the remaining 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: Reserved Sites for Primary and Secondary School Use by District

No.	District	Planned use	Number of classrooms	Remark
1	Kowloon City	Secondary School	30	(i)
2	Kowloon City	Secondary School	30	(iii)
3	Kowloon City	Primary School	24	(iv)
4	Kwun Tong	Secondary School	30	(iii)
5	Kwun Tong	Primary School	30	(i)
6	Kwun Tong	Primary School	30	(iii)
7	Eastern	Primary School	24	(i)
8	Eastern	Primary School	24	(i)
9	North	Primary School	36	(i)
10	North	Primary School	30	(iii)
11	North	Primary School	30	(iii)
12	Sham Shui Po	Primary School	30	(ii)
13	Sham Shui Po	Primary School	30	(iii)
14	Sai Kung	Primary School	30	(iv)
15	Sai Kung	Secondary School	30	(iv)
16	Sai Kung	Secondary School	30	(iii)
17	Sha Tin	Primary School	30	(iii)
18	Tsuen Wan	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 2016-17 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.

*** Explanatory Note 2:**

Under the prevailing mechanism, according to the Hong Kong Planning Standards and Guidelines (HKPSG), the need for setting up kindergartens (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 3 to under 6. In actual operation, given the specific feature of a high degree of flexibility and diversity of the KG sector, KGs are generally able to take into account the practical needs and promptly respond to parents' demand. Since KGs are located in different types of premises, for example, in self-acquired or self-owned premises, public housing estates or privately leased premises, etc., the mode of centralised planning for primary and secondary schools is not applicable to KGs. Under the free quality kindergarten education policy, 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. On the other hand, we will review the aforesaid planning standard. As a long-term goal, we will review and revise the planning standard as necessary to 500 HD and 500 WD places for every 1 000 children in the age group of 3 to under 6 to increase WD places to meet the increasing demand.

- End -

CONTROLLING OFFICER'S REPLY

EDB613

(Question Serial No. 5083)

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 2017-18:

- 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 2017-18 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	1.36
(d)	Political Assistant to Secretary for Education	1	PA	1.25
(e)	Staff Officer to Secretary for Education's Office	1	CS	1.10
(f)	Executive Officer / Secretary for Education's Office	1	CS	0.71
(g)	Permanent Secretary	1	CS	3.28
(h)	Deputy Secretary	6	CS	14.82
(i)	Principal Assistant Secretary	12 1	CS Non-CS	26.55
(j)	Assistant Secretary	12	CS	15.41
(k)	Senior Executive Officer	37	CS	35.92
(l)	Executive Officer (Including Executive Officer I and II)	109 ^{Note 3}	CS	65.68
(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	6	CS	8.18
(p)	Education Officer	450	CS	399.22
(q)	Senior Executive Officer	37	CS	35.92
(r)	Senior Clerical Officer	23	CS	12.45
(s)	Clerical Officer	126	CS	51.54
(t)	Chief Curriculum Development Officer	15 4	CS Non-CS	25.90
(u)	Senior Curriculum Development Officer	29 24	CS Non-CS	57.83

	<u>Post/Rank</u>	<u>Number</u>	<u>Nature</u> ^{Note 1}	<u>Annual</u> <u>Salary</u> ^{Note 2} <u>(\$million)</u>
(v)	Curriculum Development Officer	93 104	CS Non-CS	165.21
(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 These personnel may be engaged from time to time to meet changing operational requirements and ad hoc service demands. It is not possible to make a projection of the number to be engaged in 2017-18.

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 2017-18 under Head 156 are \$11.0 million. There is no provision for housing allowances for the Secretary for Education, Under Secretary for Education, Political Assistant and the other non-civil service contract staff.

In 2017-18, 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**EDB614****(Question Serial No. 5102)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education

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

Director of Bureau: Secretary for Education

Question:

In the 2016/17 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 district.

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 2016 for admission to P1 in the 2016/17 school year by school net is tabulated at [Annex A](#).

In POA 2016 (for admission to P1 in the 2016/17 school year), a total of 4 454 CBS were allocated a P1 place including 1 577 at the Discretionary Places Admission stage and 2 877 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/February (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 2016/17 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) 2016 by School Net
(For Admission to Primary One in the 2016/17 School Year)**

POA School Net	P1 Places
43	200
64	75
65	100
66	400
70	537
71	130
72	587
74	74
80	114
81	102
83	23
84	148
89	75
98	225

Note:

Figures refer to the position as at January of 2016 when the 2016 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 2016.

**Number of Cross-boundary Students (CBS) Studying in Public Sector Schools
at Primary One in the 2016/17 School Year**

District	Number of CBS
North	1 289
Tai Po	614
Yuen Long	1 032
Tuen Mun	669
Tsuen Wan	26
Kwai Tsing	134
Tung Chung	136
Sha Tin	144
Wong Tai Sin	144
Total	4 188

Note:

Figures are based on the annual survey conducted via schools in September 2016 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

EDB615

(Question Serial No. 3398)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (1) Director of Bureau's Office, (2) Pre-primary Education, (3) Primary Education, (4) Secondary Education, (5) Special Education, (6) Other Educational Services and Subsidies, (7) Post-secondary, Vocational and Professional Education, (8) Policy and Support,

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

Director of Bureau: Secretary for Education

Question:

Does the Education Bureau provide sign language interpretation services? If yes, what are number of staff and staff costs involved? If no, what are the reasons?

Asked by: Hon LEUNG Yiu-chung (Member Question No. 201)

Reply:

Education Bureau will provide sign language interpretation services to persons with hearing impairment through procuring services from non-governmental organisations as and when the need arises. In 2016-17, we did not receive any request for providing such services and no related expenditure has thus been incurred.

- End -

CONTROLLING OFFICER'S REPLY

EDB616

(Question Serial No. 6880)

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 outsourcing of service in your department, please inform this Committee of the following in respect of the past 3 years:

1. the total number of outsourced service staff employed by your department and the percentage of outsourced service staff against the total number of staff with the same types of duties in your department;
2. the total expenditure on staff of your department; the total amount paid to outsourced service providers; and the percentage of amount paid to outsourced service providers against the total expenditure on staff of your department; and
3. the nature of your department's outsourced services and the duration of the relevant contracts.

In addition, according to the Government's guidelines for tendering of outsourced services revised last year, if the procured service relies heavily on the deployment of non-skilled workers, and a marking scheme for assessing the tenders is adopted, the procuring department, when assessing the tenders, should include in the assessment criteria the evaluation of tenderers' proposed wage rates and working hours for non-skilled workers. In this regard, please inform this Committee of the following:

4. the current number of outsourced service contracts involving a large number of non-skilled workers awarded by your department since implementation of the guidelines;
5. the departments which have adjusted their assessment criteria in respect of wage rates and working hours for the outsourced service contracts involving a large number of non-skilled workers in the light of the new guidelines since their implementation; how your department has made adjustment; and if no relevant information is available, the reasons for it;
6. whether there have been any rises in the average wage rates for workers in the contracts of outsourced services that rely heavily on deployment of non-skilled workers since the implementation of the guidelines; if yes, the number of contracts with rises in wage rates; if no relevant information is available, the reasons for it;
7. your department's measures to evaluate the effectiveness of the new tendering guidelines;
8. whether your department is required to adopt the existing mechanism of two-envelope assessment of the technical and price aspects when evaluating tenders for contracts of outsourced service; if no, the number of contracts awarded without adopting the existing mechanism of two-envelope assessment of the technical and price aspects in the past 3 years;

9. the annual numbers of cases of government service contractors breaching the service contracts, the Employment Ordinance or the Occupational Safety and Health Ordinance as revealed by the inspections conducted by your department, and the annual numbers of complaints lodged by the outsourced service staff;
10. the details of follow-up actions on the aforementioned non-compliance and complaint cases; and
11. the number and details of cases involving contractors being punished for non-compliance or sustained complaints.

Asked by: Hon LEUNG Yiu-chung (Member Question No. 157)

Reply:

(1)-(3) Details of services outsourced through tendering in Education Bureau (EDB) are as follows –

- (i) Major services outsourced by EDB include education and training, building and property management (including cleansing and security) and information technology, etc. Duration of the contracts depends on the operational need. Since the number of staff to be employed by the contractors is not specified in most of our outsourced service contracts, we do not keep information on the total number of outsourced service staff employed under outsourced service contracts and the percentage of outsourced service staff against the total number of EDB staff with the same types of duties.
- (ii) In the past 3 financial years, the average total staff costs was around \$4,029 million each year and the average amount of service payment made to outsourced service providers was around \$152 million which accounted for about 4% of the total staff costs.

(4)-(11) Details concerning EDB's service contracts outsourced through tendering that rely heavily on deployment of non-skilled workers are as follows –

- (i) For tenders which adopt a marking scheme for assessment, EDB follows the two-envelope approach in evaluating separately the technical and price aspects of tenders and has included in the marking scheme assessment criteria on proposed wage rates and working hours for non-skilled workers. EDB has awarded 2 such service contracts in 2016-17 and the average wage rates of non-skilled workers in these contracts are higher than that in the previous contract.
- (ii) In 2016-17, there is no outsourced service contract involving contractors' breach of the Employment Ordinance, Occupational Safety and Health Ordinance or related conditions of contract which entail issue of default notices or demerit points. We also did not receive any complaint from outsourced service staff on contractors' breach of the above ordinances.

- End -

CONTROLLING OFFICER'S REPLY

EDB617

(Question Serial No. 4871)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (3) Primary Education, (4) 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 2016/17 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 2014/15, 2015/16 and 2016/17;
- (c) further to the above question, whether the Administration has looked into the reasons for schools not utilising the grant effectively and provided recommendations for improvement; if yes, of the details.

Asked by: Hon MA Fung-kwok (Member Question No. 30)

Reply:

(a) to (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). In the 2016/17 school year, the grant per year per student requiring tier-2 and tier-3 support has been increased to \$13,725 and \$27,450 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 \$164,700. The revised estimate on LSG is \$539 million in the 2016/17 school year. 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. Based on the Learning Support Grant (LSG) data, the distribution of public sector mainstream primary and secondary schools eligible for LSG by range of number of students with SEN requiring tier-2 and tier-3 support in the 2016/17 school year is set out at Appendices 1 and 2 respectively.

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 of appropriate professional services, etc.

Based on the audited information as at March 2017, there are 65 schools with LSG clawed back at the end of the 2014/15 school year (aided and caput schools)/ 2014-15 financial year (government schools) and the amount of LSG clawed back is \$2.95 million. As the amount to be clawed back from aided and caput schools for the 2015/16 school year will be confirmed only after the schools' submission of audited accounts by end of February 2017 and verification by EDB, we are unable to provide the amount for the 2015/16 school year and beyond.

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 utilisation 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 been improving.

**Distribution of public sector mainstream primary and secondary schools eligible for
the Learning Support Grant (LSG)
by range of number of students with special educational needs (SEN)
requiring tier-2 support in the 2016/17 school year**

Range of students with SEN requiring tier-2 support	No. of schools	
	Primary	Secondary
0	1	2
1-10	11	57
11-20	26	77
21-30	26	56
31-40	47	27
41-50	62	26
51-60	62	19
61-70	37	25
71-80	22	25
81-90	9	15
91-100	8	18
More than 100	3	35

**Distribution of public sector mainstream primary and secondary schools eligible for
the Learning Support Grant (LSG)
by range of number of students with special educational needs (SEN)
requiring tier-3 support in the 2016/17 school year**

Range of students with SEN requiring tier-3 support	No. of schools	
	Primary	Secondary
0	39	72
1-5	259	295
6-10	11	8
11-15	1	4
16-20	2	1
More than 20	2	2

- End -

CONTROLLING OFFICER'S REPLY**EDB618****(Question Serial No. 4872)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education, (7) Post-secondary, Vocational and Professional Education

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 2016/17 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 2016/17 school year;
- c. The number of school places in the school nets exclusively for cross-boundary students in the 2016/17 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 2016/17 school year.

Asked by: Hon MA Fung-kwok (Member Question No. 31)

Reply:

- (a) The number of cross-boundary students (CBS) by school level in the 2016/17 school year is tabulated at Annex A.
- (b) 2877 CBS participated in the Central Allocation stage of the Primary One Admission (POA) 2016 for admission to Primary 1 (P1) in the 2016/17 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 2016 for admission to P1 in the 2016/17 school year by school net is tabulated at Annex B.

- (d) Under the "Co-operation Agreement on Operating Classes for Hong Kong Students in Shenzhen Schools" signed between the Education Bureau and the Shenzhen Municipal Education Bureau, the Shenzhen Municipal Education Bureau has been implementing the Scheme of Classes for Hong Kong Students (the Scheme) in minban schools in Shenzhen. In the 2016/17 school year, 11 minban schools are offering Hong Kong curriculum classes to some 3 800 Hong Kong students residing in Shenzhen under the Scheme. Based on information available, the tuition fees range roughly between RMB12,000 to RMB41,600 per year.

Number of Cross-boundary Students (CBS) by School Level in the 2016/17 School Year

School Level	Number of CBS
Kindergarten (including kindergarten-cum-child care centre)	7 846
Primary school	17 458
Secondary school	3 355

Note:

Figures are based on the annual survey conducted via schools in September 2016 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) 2016 by School Net
(For Admission to Primary One in the 2016/17 School Year)**

POA School Net	P1 Places
43	200
64	75
65	100
66	400
70	537
71	130
72	587
74	74
80	114
81	102
83	23
84	148
89	75
98	225

Note:

Figures refer to the position as at January of 2016 when the 2016 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 2016.

- End -

CONTROLLING OFFICER'S REPLY

EDB619

(Question Serial No. 4883)

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 Education Bureau (EDB) advise of the following:

1. please provide the names, locations and vacancy period of existing vacant school premises (with a breakdown by district);
2. 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?
3. please provide the number, names, locations, vacancy period and the original school sponsoring bodies of vacant school premises which have not yet been returned to the EDB (with a breakdown by district);
4. further to (3) above, for the school premises which have not yet been returned, what procedures will the EDB take to recover the land as soon as possible?
5. what was the expenditure involved in managing all vacant school premises in the territory in the 2015/16 school year?
6. what is the estimated expenditure for managing all vacant school premises in the territory in the 2016/17 school year?
7. as at the 2015/16 school year, how many vacant school premises were earmarked for further school use or other educational use and how is the progress? If they have not yet come into operation, what are the reasons?
8. please report the follow-up actions on the recommendations on disposal of vacant school premises in the Director of Audit's Report and the Public Accounts Committee's relevant report presented to the Legislative Council on 17 February 2016.

Asked by: Hon MA Fung-kwok (Member Question No. 81)

Reply:

(1)-(4) and (7) It has all along been EDB's policy objective to put vacant school premises (VSP) into gainful use. 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, and the educational needs and relevant policy initiatives 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.

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 inform PlanD and other relevant departments (such as the Lands Department (LandsD) and the Housing Department (HD)) for PlanD's consideration of suitable alternative long-term uses in accordance with the central clearing house mechanism.

As at end-February 2017, there are 18 VSP and two partial VSP under EDB's purview which are earmarked/retained for school or other educational uses (including those not yet been confirmed as being no longer required by EDB). Among the aforementioned VSP, 14 are located on government land (including land allocated to the Hong Kong Housing Authority) while the physical possession of the other six has yet to be delivered to the Government. Of these six VSP, the concerned school sponsoring body (SSB) of two of them is initiating the site surrender process in accordance with the service agreement for reprovisioning of the schools concerned; the proposed uses of two VSP have EDB's in-principle support and the SSBs are actively taking follow up actions; and EDB is following up with the relevant government departments on requiring the SSB to surrender the remaining two VSP. EDB and LandsD have reached a consensus on the mechanism and procedures for handling VSP and strengthened communication and coordination in accordance with the mechanism with a view to putting VSP into gainful use as soon as possible. Details of the mechanism for handling VSP on government land and private land as agreed between EDB and LandsD are appended in the relevant workflow in Appendices 32, 33 and 34 of the Public Accounts Committee Report No. 65 tabled at LegCo on 17 February 2016. Information on the aforesaid 20 premises is set out in the table below:

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)
1	Wanchai	2006/07	2 000
2	Wanchai	2007/08	6 500
3	Eastern	2011/12	600# [Partly vacant]
4	Southern	2012/13	6 000
5	Kwun Tong	2011/12	2 900
6	Kowloon City	2013/14	3 200
7	Wong Tai Sin	2016/17	2 400
8	Wong Tai Sin	2016/17	3 700
9	Wong Tai Sin	2016/17	(Total)
10	Sham Shui Po	2013/14	3 700
11	Sham Shui Po	2010/11	2 200
12	Sha Tin	2015/16	3 900
13	Sha Tin	2011/12	5 800#
14	Sha Tin	2010/11	3 900#
15	Sha Tin	2010/11	2 600# [Partly vacant]
16	Tai Po	2006/07	5 200#
17	Tai Po	1999/00	2 400
18	Tsuen Wan	2010/11	3 600#
19	Tuen Mun	2010/11	5 300#
20	Islands	2006/07	5 800

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's purview. There is a need to earmark/retain some VSP to cater for the anticipated future demand for school places and to allow flexible arrangements required for in view of the uncertainty involved. In addition, EDB needs VSP to flexibly address various and changing needs, including re-provisioning of existing schools to improve their learning and teaching environment or decanting use by schools undergoing in-situ redevelopment or extension works, etc. It is therefore not practicable to impose any fixed target on the length of the vacancy period of a VSP or the 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 earmarked for educational use but suitable for short-term use to relevant bureaux/departments (including the Home Affairs Bureau (HAB), Home Affairs Department (HAD), LandsD, PlanD and Social Welfare Department (SWD)) 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.

(5) and (6) EDB is responsible for the management of VSP located on sites allocated to EDB, including those that PlanD has been informed of 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. In 2015-16, the actual expenditure incurred by EDB for the management of VSP was \$1.221 million, while the estimated expenditure to be incurred in 2016-17 is \$1.450 million. The expenditures mainly include security patrol and inspections, pest control, removal of litter, as well as cleansing and weeding.

(8) In light of the recommendations of the Report No. 65 of the Director of Audit released on 27 October 2015 and the related report of the Public Accounts Committee tabled at LegCo on 17 February 2016, EDB has undertaken a series of measures to improve the handling and disposal of VSP. Firstly, EDB has improved and updated its VSP database from the VSP handling perspective, with a view to adopting appropriate follow-up actions for VSP in a more focused manner. In addition, EDB has conducted a stocktaking exercise which sought to reconcile the records in the VSP database and the school registration database and has identified 108 addresses for LandsD's advice, including the land status and compliance with the related land leases, tenancy agreements or land licenses. Based on LandsD's recent findings, EDB is reviewing whether there is a need to include any of them in the new VSP database and handle them accordingly in accordance with the established procedures. EDB also promulgated the "Procedural Manual on Identification, Screening, Allocation and Management of Vacant School Premises" (the Procedural Manual) in June 2016, setting out clearly the policy objectives and detailed procedures with regard to the handling of VSP within EDB. The Procedural Manual has been disseminated to all sections of EDB which may be involved in the handling of VSP. A briefing session has also been held to enhance EDB officers' understanding of the detailed arrangements set out in the Procedural Manual. EDB would arrange re-circulation of the Procedural Manual on an annual basis and arrange briefing sessions as appropriate.

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 educational use but suitable for short-term use to relevant bureaux/departments (including HAB, HAD, LandsD, PlanD and SWD) 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**EDB620****(Question Serial No. 4886)**

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

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, aided, private and Direct Subsidy Scheme schools in 2016/17.

Asked by: Hon MA Fung-kwok (Member Question No. 84)

Reply:

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 2016/17 school year are as follows.

Primary Schools (Government, Aided, Private and DSS)

2016/17 (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	130	9.2	3 190	5.8	390	13.4	370	6.7
30 – 40	320	7.6	6 880	2.9	780	7.7	610	5.3
41 – 50	760	1.5	5 580	2.0	460	3.9	210	1.9
51 – 60	290	9.9	2 710	9.0	170	9.1	70	12.2

Secondary Schools (Government, Aided, Caput, Private and DSS)

2016/17 (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	140	15.0	2 300	8.5	10	14.3	70	15.5	870	8.2
30 – 40	380	7.1	7 290	3.2	30	3.2	250	15.1	1 950	5.7
41 – 50	680	1.5	7 010	2.0	30	2.7	100	18.0	780	4.2
51 – 60	420	12.0	4 140	8.3	20	3.8	60	13.5	440	10.7

* 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.

- End -

CONTROLLING OFFICER'S REPLY

EDB621

(Question Serial No. 4887)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) 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 2016/17;
2. The Government commissioned a consultant to update the demand for international school places at primary and secondary levels in Hong Kong in October 2014. 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. 85)

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 2016/17 school year are tabulated at the **Appendix**.
- (2) The Education Bureau (EDB) commissioned a new round of the Study on the Provision of International School places in Hong Kong ("the Study") in October 2014 to update the latest provision of international school places at primary and secondary levels in Hong Kong based on the situation of the 2015/16 school year, and to project the demand and supply of international school places in the seven school years starting from 2016/17. The Study was completed in February 2017.

According to the consultant's projections, there will be no shortfall in international school places at primary and secondary levels in the coming seven school years starting from 2016/17, except a small shortfall of about 150 international school places at primary level in the 2016/17 school year.

**Number of Local and Non-local Students (Chinese or Others) Enrolled in International Primary,
Secondary and Special Schools in 2016/17 School Year
(based on the student enrolment survey conducted in September 2016)**

Primary Schools

	Students	%
Local	4 556	21.6%
Non-local Chinese	811	3.8%
Non-local Others	15 726	74.6%
Total	21 093	100.0%

Secondary Schools

	Students	%
Local	3 157	18.9%
Non-local Chinese	768	4.6%
Non-local Others	12 739	76.4%
Total	16 664	100.0%

Special School

	Students	%
Local	13	18.6%
Non-local Chinese	0	0.0%
Non-local Others	57	81.4%
Total	70	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 (e.g. Mainlanders, Macaoese and Taiwanese) and hold passport other than the HKSAR Passport or the British National (Overseas) Passport. 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 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 2016.
- (6) Percentages may not add up to total due to rounding.

**Number of Non-local Students by Top 5 Nationality Enrolled in
International Primary, Secondary and Special Schools in 2016/17 School Year
(based on the student enrolment survey conducted in September 2016)**

Primary Schools

Rank	Nationality	Students	% to overall students
1	British	2 965	14.1%
2	American	2 153	10.2%
3	Australian	2 119	10.0%
4	Canadian	1 850	8.8%
5	Japanese	1 247	5.9%

Secondary Schools

Rank	Nationality	Students	% to overall students
1	British	2 732	16.4%
2	American	1 927	11.6%
3	Canadian	1 490	8.9%
4	Australian	1 202	7.2%
5	French	1 067	6.4%

Special School

Rank	Nationality	Students	% to overall students
1	British	16	22.9%
2	American	6	8.6%
2	Australian	6	8.6%
3	Canadian	3	4.3%
3	New Zealander	3	4.3%
3	Dutch	3	4.3%
3	Filipino	3	4.3%
3	Indian	3	4.3%
3	Japanese	3	4.3%
4	Italian	2	2.9%
4	Bangladeshi	2	2.9%
4	Singaporean	2	2.9%
5	French	1	1.4%
5	Irish	1	1.4%
5	Other European (Non-European Union Countries)	1	1.4%
5	Indonesian	1	1.4%
5	Korean	1	1.4%

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 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 2016.

- End -

CONTROLLING OFFICER'S REPLY

EDB622

(Question Serial No. 4888)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not specified
Programme: (7) Post-secondary, Vocational and Professional Education
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 universities to strengthen their pursuits of the initiatives of internationalisation and engagement with the Mainland” under Matters Requiring Special Attention in 2017-18, would 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. 87)

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 post-secondary institutions and research institutes was 15 320 as at December 2016.
2. In 2016-17 (as at 28 February 2017), 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 792, in which 99.6% 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

EDB623

(Question Serial No. 4891)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not specified
Programme: (8) 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. Would the Education Bureau advise of the following:

- a. the number of students passing the means test in the 2016/17 academic year (with a breakdown by full rate subsidy and half rate subsidy);
- b. the total expenditure on the MUSSS in the 2016/17 academic year;
- c. the number of students pursuing studies in the Mainland through the MUSSS in the 2016/17 academic year.

Asked by: Hon MA Fung-kwok (Member Question No. 92)

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 in the Mainland under the Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions (Admission Scheme). Students having passed 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. To better support Hong Kong students in pursuing undergraduate studies in the Mainland and ensure that no students will be deprived of post-secondary education opportunity due to a lack of means, starting from the 2016/17 academic year, the MUSSS has been expanded to support needy Hong Kong students pursuing undergraduate studies in designated Mainland institutions, irrespective of the channels of their admission to these institutions.

For the 2016/17 academic year, as at 28 February 2017, 1 686 new applicants passed the means test, with 1 162 receiving the full-rate subsidy and 524 receiving the half-rate subsidy. Including both newly approved applications and successful renewals, subsidy was provided to 2 144 students in total, with 1 459 receiving the full-rate subsidy and 685 receiving the half-rate subsidy. The estimated total expenditure for the 2016/17 academic year is about \$29 million. Apart from the five civil service posts (namely, one Executive Officer I, two Clerical Officers and two Assistant Clerical Officers) 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.

- End -

CONTROLLING OFFICER'S REPLY

EDB624

(Question Serial No. 6921)

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 Bureau please provide the establishment dates and injection amounts of the following funds, including their balances, amount of government injections and total expenditures in 2013-14, 2014-15, 2015-16 and 2016-17? Please also provide the above information in respect of those funds, if any, that are not included in the list but under the purview of the Bureau.

1. Early Retirement Ex-gratia Payment Fund for Aided Secondary School Teachers
2. Education Development Fund
3. HKSAR Government Scholarship Fund
4. Language Fund
5. Quality Education Fund
6. Self-financing Post-secondary Education Fund
7. Research Endowment Fund
8. Qualifications Framework Fund

Asked by: Hon MA Fung-kwok (Member Question No. 96)

Reply:

Currently, there are eight government funds under the purview of the Education Bureau. They are –

1. Education Development Fund
2. HKSAR Government Scholarship Fund
3. Language Fund
4. Quality Education Fund
5. Self-financing Post-secondary Education Fund
6. Research Endowment Fund
7. Qualifications Framework Fund
8. Gifted Education Fund

Details of the eight funds are provided at the **Annex**. For the Early Retirement Ex-gratia Payment Fund for Aided Secondary School Teachers, this was closed in the 2012/13 school year.

Funds under the purview of the Education Bureau

Name of Fund	Year of Establishment	School Year	Balance at year end (\$ million)	Government Injection (\$ million)	Expenditure (\$ million)
Education Development Fund	2004 (Total injection: \$1,100 million)	2013/14	510	-	94
		2014/15	412	-	104
		2015/16	325	-	91
		2016/17 ⁽¹⁾	282	-	44
HKSAR Government Scholarship Fund	2008 (Total injection: \$2,270 million)	2013/14	2,432	-	95
		2014/15	2,262	-	102
		2015/16	2,282	-	104
		2016/17 ⁽²⁾	2,217	-	105
Language Fund	1994 (Total injection: \$8,000 million)	2013/14	5,932	5,000	19
		2014/15	6,135	-	57
		2015/16	6,280	-	77
		2016/17 ⁽¹⁾	6,329	-	28
Quality Education Fund	1998 (Total injection: \$5,000 million)	2013/14	8,259	-	122
		2014/15	8,087	-	140
		2015/16	8,403	-	140
		2016/17 ⁽²⁾	8,403	-	145
Self-financing Post-secondary Education Fund	2011 (Total injection: \$3,520 million)	2013/14	3,701	-	103
		2014/15	3,509	-	111
		2015/16	3,578	-	109
		2016/17 ⁽²⁾	3,503	-	145
Research Endowment Fund	2009 (Total injection: \$23,000 million)	2013/14	26,131	-	864
		2014/15	26,360	-	1,018
		2015/16	26,811	-	588
		2016/17 ⁽³⁾	NA	-	NA
Qualifications Framework Fund	2014 (Total injection: \$1,000 million)	2014/15 ⁽⁴⁾	-	-	-
		2015/16 ⁽⁴⁾	1,016	1,000	-
		2016/17 ^{(1) (4)}	1,029	-	-
Gifted Education Fund	2016 (Total injection: \$800 million)	2016/17 ⁽⁵⁾	800	800	-

Notes

- (1) Provisional figures as at 31 January 2017.
- (2) Estimates for 2016/17.
- (3) Information not yet available.
- (4) A seed capital of \$1,000 million was injected into the Qualifications Framework (QF) Fund and placed with the Exchange Fund for investment in March 2016. As it takes time for the QF Fund to accumulate sufficient income to meet the funding requirements of various initiatives under the QF, we will first exhaust the funding available under the existing non-recurrent item of Qualifications Framework Support Scheme under Head 156 Education Bureau. Hence no expenditure is charged against the QF Fund.
- (5) A seed capital of \$800 million was injected into the Gifted Education Fund and placed with the Exchange Fund for investment in March 2017.

- End -

CONTROLLING OFFICER'S REPLY**EDB625****(Question Serial No. 5116)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

Regarding the Government's efforts to enhance equipment and support for IT education, please advise of the following:

- (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 tabulate figures by type of equipment);
- (b) the implementation status of WiFi 900 and the estimated expenditure and work plan for 2017-18; and
- (c) the number and percentage of government and aided primary and secondary schools with WiFi installations (please provide figures in a table);

Asked by: Hon MOK Charles Peter (Member Question No. 57)

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. The amounts of CITG for the past three financial years were \$341 million for 2014-15, \$353 million for 2015-16 and \$361 million for 2016-17. 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.
- (b) & (c) According to information collected from schools, as at February 2017, 100 schools under the "Support Scheme for e-Learning in Schools" or WiFi-100 project launched in early 2014 and 657 schools under the first two batches of 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 breakdown on these 757 schools by school type is as follows –

School type	Number and percentage of schools with enhanced WiFi infrastructure	Total number of schools
Government primary	20 (59%)	34
Government secondary	17 (55%)	31
Aided primary	355 (80%)	443
Aided secondary	318 (75%)	423
Aided special	47 (78%)	60
Total	757 (76%)	991

Note: Aided schools also include local schools under the Direct Subsidy Scheme and Caput Schools.

There is no ready information on the figure on schools which have enhanced their WiFi infrastructure using their own funds.

For 2017-18, the estimated expenditure for implementation of the ITE4 is \$21.5 million for providing one-off grant for the last batch of some 180 schools under the WiFi-900 project for acquisition of mobile computing devices and for other support measures. Besides, we will disburse an extra one-off IT grant of \$200,000 on average per school for the last batch of schools to enhance support on the practice of e-learning. An extra recurrent grant of \$70,000 will continue to be disbursed on average per school for all eligible public sector schools under the WiFi-900 project for subscription of WiFi services.

- End -

CONTROLLING OFFICER'S REPLY

EDB626

(Question Serial No. 5117)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not specified
Programme: (6) 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 on implementing e-textbooks, would the Administration advise this Committee:

- (a) given the revised estimated expenditure for the E-textbook Market Development Scheme (EMADS) for 2016-17 is \$5.635 million, what are the work items and details of expenditure involved?
- (b) as mentioned by the Administration last year that an evaluation was underway to assess the effectiveness of the EMADS, what are the results?
- (c) whether it plans to launch Phase 3 of the EMADS; if yes, of the details; if no, of the reasons.
- (d) given the revised estimated expenditure for supporting schools to adopt e-textbooks for 2016-17 is only \$226,000, which is far lower than \$3.263 million last year, what are the reasons for that and what are the work items in 2016-17?
- (e) what were the percentages of public sector and aided primary and secondary schools adopting e-textbooks in the past 3 years? Please tabulate the figures by year.

Asked by: Hon MOK Charles Peter (Member Question No. 58)

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. The revised estimate of \$5.635 million for 2016-17 is part of the approved seeding grant of \$39.5 million.

- (b) An evaluation has been conducted to assess the effectiveness of EMADS and the findings, which will form part of those on the impact on classroom learning and teaching in the context of the promotion of e-learning, are being compiled.
- (c) At present, e-textbook review is open to all subjects and the submission of e-textbooks for review has become a regular practice with three submission periods per year. We do not have any plan for launching another round of EMADS.
- (d) 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 WiFi-100 project is a pilot scheme for enhancement of WiFi infrastructure in schools under a subscription mode. The successful experience of the WiFi-100 project had laid the foundation for the launch of the WiFi-900 project by phases from 2015/16 school year under the Fourth Strategy on Information Technology in Education. Since the WiFi-100 project has already been superseded by the WiFi-900 project, the estimated expenditure of \$226,000 for 2016-17 only represents the outstanding balance from the one-off grant provided to schools under the WiFi-100 project which could be used up to the end of 2016/17 school year.

- (e) Since the 2015/16 school year, EDB has started launching annual survey to ask schools to provide information about their adoption of e-textbooks, including those developed under EMADS and from other publishers*. According to the findings from the EDB annual survey, 74.7% of primary schools and 10% of secondary schools have chosen to use e-textbooks from both EMADS and non-EMADS suppliers in the 2015/16 school year. Figures of schools currently using e-textbooks in the 2016/17 school year are yet to be available.

* Information on the adoption of EMADS e-textbooks was obtained from EMADS suppliers in the past.

- End -

CONTROLLING OFFICER'S REPLY

EDB627

(Question Serial No. 5118)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not specified
Programme: (4) Secondary Education
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, would the Government inform the Committee of the following:

(a) the expenditures involved and work items on teacher training in respect of information technology in education in the past 3 years;

(b) please provide information on the number of places of professional development programmes for serving computer/information and communication technology teachers, the number of participants and the percentage among the total number of teaching staff in each of the past 3 years;

(c) how the Government developed the contents of the programmes mentioned in (b); whether the industry sector and the academic sector has been consulted; if yes, of the details; if no, of the reasons;

(d) whether the Government has reviewed the effectiveness of the programmes mentioned in (b); if yes, of the details, if no, of the reasons;

(e) in response to the reply to item (c), if the Government commissioned consultants or companies to provide or design the programmes, please provide information regarding the details of the consultant/company, expenditure involved, reasons for selecting the consultant/company, evaluation in this regard in the past 3 year;

(f) the plans of the Government to review teacher training in respect of information technology in education and the estimated expenditure in 2017-18.

Asked by: Hon MOK Charles Peter (Member Question No. 59)

Reply:

(a) & (f)

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 2014/15 to 2016/17 school years, as at February 2017, a total of about 1 200 PDPs have been conducted with 35 000 participants. In addition, we have set up "Centre of Excellence" (CoE) schools to provide training and on-site support services 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 expenditures involved for the organisation of PDPs and the setting up of CoE schools, as well as evaluation of our PDPs, have been subsumed under EDB's own resources.

(b)

During the period from the 2014/15 to 2016/17 school years (up to February 2017), the numbers of places and participants (head count) are set out as follows:

School year	Number of places	Number of participants (head count)
2014/15	2 104	798
2015/16	1 920	1 040
2016/17 (up to February 2017)	1 050	311

As only the head count of participants is kept, the ratio between the total number of computer/ICT teachers and those who have participated in the training cannot be calculated.

(c) to (e)

PDPs are designed based on the annual school survey findings as well as the views gathered from participants and related committees (with members from schools, tertiary institutions as well as the Hong Kong Examinations and Assessment Authority). PDPs are constantly evaluated through participant questionnaires and class observations. We did not commission any consultancy company/organisation on offering or designing PDPs in the last 3 years.

- End -

CONTROLLING OFFICER'S REPLY

EDB628

(Question Serial No. 5123)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies, (8) Policy and Support

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 (HKECL) in early 2014 for the 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 EDB inform this Committee of the following:

- (a) What are the number of schools joining the platform and the number of students benefiting from it (by school type)?
- (b) In last year's reply, the EDB pointed out that HKECL has been conducting regular surveys to gauge user feedbacks for continuous refinement to the services of the platform. Please provide the details of the surveys.
- (c) 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 MOK Charles Peter (Member Question No. 64)

Reply:

As at early-March 2017, 32 438 students from 324 primary schools and 11 211 students from 109 secondary schools have been using the services of the online integration platform which more than doubled the figures last year in terms of number of beneficiaries. According to the latest survey conducted in 2016, students were generally satisfied with the services of the platform with an average score of 7.3 out of 10.

The platform supports multiple industry standards in digital publishing and an interface for the exchange of learning data has been developed and demonstrated to the industry. As of August 2016, 40 publishers, non-governmental organisations and other education content providers participated in delivering contents through this platform. Relevant manpower and other expenditures are absorbed within the operating costs of HKECL.

- End -

CONTROLLING OFFICER'S REPLY**EDB629****(Question Serial No. 5130)**

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 (EDB) 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 28 February 2017)	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 28 February 2017)	Expenditure (as at 28 February 2017)

(2) the expenditure of the EDB 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 28 February 2017)	Government or public organisation (including policy bureau/ department/ public organisation/ government advisory body)	Name and purpose of advertisement	Media organisation	Frequency (as at 28 February 2017)	Expenditure (as at 28 February 2017)

(3) the media organisations which published or broadcast advertisements/sponsored content of the EDB in the past year, 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 EDB published online advertisements/sponsored content in the past year, 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 MOK Charles Peter (Member Question No. 77)

Reply:

- (1) For 2016-17 (up to 28 February, 2017), the total expenditure on placing advertisements on advertorials in newspapers registered under the Registration of Local Newspapers Ordinance is about \$1.43 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 schemes. Details are set out as follows:

Name of Campaigns	Published Time (Month / Year)	Advertisements/ Advertorials/ Sponsored Content	Expenditure (\$ million)
Information Expo on Multiple Pathways 2016	May 2016	Advertisements	0.09
Quality Kindergarten Education	May 2016	Advertisements	0.04
Admission arrangements for Nursery Classes in Kindergartens for the 2017/18 school year	June and August 2016	Advertisements	0.48
2016 Summer Bridging Programme for non-Chinese speaking (NCS) students	June 2016	Advertisements	0.01
Parent talk on Caring Student Mental Health	July 2016	Advertisements	0.01
New Academic Structure	September 2016	Advertorial	0.06
Application for 2017/18 school year Registration Certificate for Kindergarten Admission	September 2016	Advertisements	0.02
Study Subsidy Scheme for Designated Professions / Sectors	October 2016	Advertisements	0.10
Induction Programme for Newly Arrived Children	December 2016	Advertisements	0.01
2016 Mainland Higher Education Expo	December 2016	Advertisements	0.05

Hong Kong Scholarship for Excellence Scheme	December 2016	Advertisements	0.11
Electronic Advance Application System for Post-secondary Programmes	December 2016 and January 2017	Advertisements	0.39
Hong Kong Jockey Club Life-wide Learning Fund	June 2016	Advertisements	0.06
Total (\$ million)			1.43

- (2) For 2016-17 (up to 28 February, 2017), we have commissioned a television station to produce a series of TV episodes in June 2016, with an aim to provide information on Vocational and Professional Education Training to students, parents and the community at large. The expenditure for the sponsorship is about \$1.4 million.
- (3) For the past year, the expenditure of advertising in the media is \$1.85 million. Details are set out as follows:

Name of Campaigns	Media Types	Expenditure (\$ million)
Information Expo on Multiple Pathways 2016	Advertisements in newspapers	0.09
Quality Kindergarten Education	Advertisements in newspapers	0.04
Admission arrangements for Nursery Classes in Kindergartens for the 2017/18 school year	Advertisements in newspapers	0.48
2016 Summer Bridging Programme for non-Chinese speaking (NCS) students	Advertisements in newspapers	0.01
Parent talk on Caring Student Mental Health	Advertisements in newspapers	0.01
New Academic Structure	Advertorial in newspapers	0.06
Application for 2017/18 school year Registration Certificate for Kindergarten Admission	Advertisements in newspapers	0.02
Study Subsidy Scheme for Designated Professions / Sectors	Advertisements in newspapers and magazines	0.52
Induction Programme for Newly Arrived Children	Advertisements in newspapers	0.01
2016 Mainland Higher Education Expo	Advertisements in newspapers	0.05
Hong Kong Scholarship for Excellence Scheme	Advertisements in newspapers	0.11
Electronic Advance Application System for Post-secondary Programmes	Advertisements in newspapers	0.39

Hong Kong Jockey Club Life-wide Learning Fund	Advertisements in newspapers	0.06
	Total (\$ million)	1.85

- (4) For the past year, the expenditure of advertising on online platforms is \$1.44 million. Details are set out as follows:

Name of Campaigns	Online advertisements / Sponsored Content	Expenditure (\$ million)
Information Expo on Multiple Pathways 2016	Online advertisements	0.08
Study Subsidy Scheme for Designated Professions / Sectors	Online advertisements	0.30
Electronic Advance Application System for Post-secondary Programmes	Online advertisements	0.16
Vocational and Professional Education and Training	Online advertisements	0.43
Hong Kong Scholarship for Excellence Scheme	Online advertisements	0.19
2016 Mainland Education Expo	Online advertisements	0.07
Admission Arrangements for Nursery Classes in Kindergartens for the 2017/18 School Year	Online advertisements	0.04
Parent Seminar for Admission Arrangements for Nursery Classes in Kindergartens for the 2017/18 School Year	Online advertisements	0.04
Designated webpage for 2016/17 Hong Kong Diploma of Secondary Education Examinations candidates	Online advertisements	0.04
Territory-wide System Assessment	Online advertisements	0.09
	Total:	1.44

- End -

CONTROLLING OFFICER'S REPLY**EDB630****(Question Serial No. 5147)**

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 records management work of the Education Bureau and the departments under its purview in the past year:

(1) Please provide information on the number and rank of officers designated to perform records management work. If there is no officer designated for such work, please provide information on the number of officers and the hours of work involved in records management duties, and the records management duties they have to undertake;

(2) Please list in the table below information on programme and administrative records which have been closed pending transfer to the Government Records Service (GRS) for appraisal;

Category of records	Years covered by the records	Number and linear metres of records	Number of years of retention of the records as appraised by the GRS	Are they confidential documents	For records that have not been transferred, what is/are the reason(s)

(3) Please list in the table below information on programme and administrative records which have been transferred to the GRS for retention;

Category of records	Years covered by the records	Number and linear metres of records	Number of years of retention of the records as appraised by the GRS	Are they confidential documents	For records that have not been transferred, what is/are the reason(s)

(4) Please list in the table below information on records which have been approved for destruction by the GRS.

Category of records	Years covered by the records	Number and linear metres of records	Number of years of retention of the records as appraised by the GRS	Are they confidential documents	For records that have not been transferred, what is/are the reason(s)

Asked by: Hon MOK Charles Peter (Member Question No. 94)

Reply:

The required information regarding records management work of the Education Bureau and the departments under its purview, i.e. the Working Family and Student Financial Assistance Agency and University Grants Committee Secretariat, in 2016 are set out in Annexes A to C respectively.

Information regarding records management work of Education Bureau

1. Information on officers performing records management work in 2016 is as follows:

In line with the service-wide records management requirements, a Departmental Records Manager (DRM) at senior professional officer level, assisted by 15 Assistant Departmental Records Managers (ADRM)s at professional officer level, had been designated to establish and implement a comprehensive departmental records management programme for the Bureau. A directorate officer had also been designated to oversee the subject.

During 2016, around 454 staff members involving managerial, executive, clerical and secretarial officers in various divisions of the Bureau were engaged in records management duties and among them, 10 clerical and secretarial staff members were fully deployed on such duties. Records management duties performed by these officers include overseeing and monitoring records management activities in accordance with the departmental records management programme, reviewing records and arranging destruction of records, maintaining proper file storage, managing and maintaining an accurate file inventory, opening and closing of files, etc. There is no available information on the actual number of hours spent by such staff on records management.

2. Information on programme and administrative records which have been closed pending transfer to the Government Records Service (GRS) for appraisal in 2016 is as follows:

Category of records	Years covered by the records	Number and linear metres of records	Number of years of retention of the records as appraised by the GRS	Are they confidential documents	For records that have not been transferred, what is/are the reason(s)
Programme records	1998 - 2016	1 750 records and 77.50 linear metres	3 years to 55 years	65 records are confidential documents	Pending expiry of the retention period as specified in GRS' approved disposal schedules
Administrative records	1986 - 2016	589 records and 47.98 linear metres	2 years to 7 years	10 records are confidential documents	Pending expiry of the retention period as specified in General Administrative Records Disposal Schedules issued by GRS

3. Information on programme and administrative records which have been transferred to the GRS for retention in 2016 is as follows:

Category of records	Years covered by the records	Number and linear metres of records	Number of years of retention of the records as appraised by the GRS	Are they confidential documents	For records that have not been transferred, what is/are the reason(s)
Programme records	1970 - 2006	306 records and 10.97 linear metres	3 years to 13 years	1 record is confidential document	Not applicable
Administrative records	1986 - 2009	61 records and 3 linear metres	3 years	8 records are confidential documents	Not applicable

4. Information on records which have been approved for destruction by the GRS in 2016 is as follows:

Category of records	Years covered by the records	Number and linear metres of records	Number of years of retention of the records as appraised by the GRS	Are they confidential documents	For records that have not been transferred, what is/are the reason(s)
Programme records	1946 - 2016	30 213 records and 279.68 linear metres	1 month to 14 years	4 records are confidential documents	Not applicable
Administrative records	1953 - 2016	2 456 records and 110.86 linear metres	3 months to 7 years	14 records are confidential documents	Not applicable

**Information regarding records management work of
the Working Family and Student Financial Assistance Agency (WFSFAA)**

1. Information on officers performing records management work in 2016 is as follows:

In line with the service-wide records management requirements, 2 Departmental Records Managers (DRMs) at senior professional officer level, assisted by a Deputy Departmental Records Manager (DDRM) and 2 Assistant Departmental Records Managers (ADRM)s at professional officer level, had been designated to establish and implement a comprehensive departmental records management programme for WFSFAA. 2 directorate officers had also been designated to oversee the subject.

During 2016, around 205 staff members involving managerial, executive, clerical and secretarial officers in WFSFAA were engaged in records management duties. Records management duties performed by these officers include overseeing and monitoring records management activities in accordance with the departmental records management programme, reviewing records and arranging destruction of records, maintaining proper file storage, managing and maintaining an accurate file inventory, opening and closing of files, etc. There is no available information on the actual number of hours spent by such staff on records management.

2. Information on programme and administrative records which have been closed pending transfer to the Government Records Service (GRS) for appraisal in 2016 is as follows:

Category of records	Years covered by the records	Number and linear metres of records	Number of years of retention of the records as appraised by the GRS	Are they confidential documents	For records that have not been transferred, what is/are the reason(s)
Programme records	-	Nil	-	-	-
Administrative records	-	Nil	-	-	-

3. Information on programme and administrative records which have been transferred to the GRS for retention in 2016 is as follows:

Category of records	Years covered by the records	Number and linear metres of records	Number of years of retention of the records as appraised by the GRS	Are they confidential documents	For records that have not been transferred, what is/are the reason(s)
Programme records	-	Nil	-	-	-
Administrative records	-	Nil	-	-	-

4. Information on records which have been approved for destruction by the GRS in 2016 is as follows:

Category of records	Years covered by the records	Number and linear metres of records	Number of years of retention of the records as appraised by the GRS	Are they confidential documents	For records that have not been transferred, what is/are the reason(s)
Programme records	1974 - 2013	267 998 records and 1 585.23 linear metres	2 years to 25 years	No	Not applicable
Administrative records	1990 - 2014	2 111 records and 84.80 linear metres	1 year to 7 years	No	Not applicable

**Information regarding records management work of
University Grants Committee Secretariat**

1. Information on officers performing records management work in 2016 is as follows:

In line with the service-wide records management requirements, a Departmental Records Manager (DRM) at professional officer level, assisted by an Assistant Departmental Records Manager (ADRM) at officer level, had been designated to establish and implement a comprehensive departmental records management programme for the Secretariat. A directorate officer had also been designated to oversee the subject.

During 2016, around 20 staff members involving managerial, executive, clerical and secretarial officers in the Secretariat were engaged in records management duties. Records management duties performed by these officers include overseeing and monitoring records management activities in accordance with the departmental records management programme, reviewing records and arranging destruction of records, maintaining proper file storage, managing and maintaining an accurate file inventory, opening and closing of files, etc. There is no available information on the actual number of hours spent by such staff on records management.

2. Information on programme and administrative records which have been closed pending transfer to the Government Records Service (GRS) for appraisal in 2016 is as follows:

Category of records	Years covered by the records	Number and linear metres of records	Number of years of retention of the records as appraised by the GRS	Are they confidential documents	For records that have not been transferred, what is/are the reason(s)
Programme records	1985 - 2016	230 records and 11.50 linear metres	10 years to 25 years	54 records are confidential documents	Pending expiry of the retention period as specified in GRS' approved disposal schedules
Administrative records	2012 - 2016	64 records and 3.20 linear metres	1 year to 7 years	No	Pending expiry of the retention period as specified in General Administrative Records Disposal Schedules issued by GRS

3. Information on programme and administrative records which have been transferred to the GRS for retention in 2016 is as follows:

Category of records	Years covered by the records	Number and linear metres of records	Number of years of retention of the records as appraised by the GRS	Are they confidential documents	For records that have not been transferred, what is/are the reason(s)
Programme records	1984 - 2003	7 records and 0.35 linear metres	5 years to 15 years	No	Not applicable
Administrative records	1993 - 1999	4 records and 0.20 linear metres	3 years	No	Not applicable

4. Information on records which have been approved for destruction by the GRS in 2016 is as follows:

Category of records	Years covered by the records	Number and linear metres of records	Number of years of retention of the records as appraised by the GRS	Are they confidential documents	For records that have not been transferred, what is/are the reason(s)
Programme records	1991	1 record and 0.05 linear metres	15 years	No	Not applicable
Administrative records	1993 - 2007	25 records and 1.25 linear metres	3 years to 7 years	No	Not applicable

- End -

CONTROLLING OFFICER'S REPLY**EDB631****(Question Serial No. 5271)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

Please tabulate the details concerning the social media platforms set up and run by the Education Bureau (EDB)/departments/public organisations and agencies under its commission (including outsourced contractors or consultants) in 2016-17 (as at 28 February 2017).

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

Asked by: Hon MOK Charles Peter (Member Question No. 138)

Reply:

The requested information related to Education Bureau/departments/public organisations and agencies under its commission in 2016-17 (as at 28 February 2017) are provided in the table below.

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: 1 305 Average monthly visits: 22 124	No	N.A.	1 Executive Assistant	N.A.
April 2013	Keep updating	EDB	Special Education Resource Centre (SERC)	YouTube	To share information on appropriate strategies to support students with special educational needs	No. of subscribers: 854 Average monthly visits: 6 026	No	N.A.	1 Inspector 1 Senior Information Technology Assistant	N.A.
Jan 2014	Ceased 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: 60 Average monthly visits: 271	No	N.A.	1 Curriculum Development Officer	N.A.
Oct 2016	Ceased updating	EDB	EDB YouTube Channel – Mainland Higher Education Expo 2015	YouTube	To share the video clips for promotion of Mainland Higher Education Expo 2016	No. of “likes”: 1 040 No. of subscribers: 1 320 Average monthly visits: 230	No	N.A.	N.A.	N.A.
August 2011	Keep updating	Working Family and Student Financial Assistance Agency	Student Finance Office YouTube Channel	YouTube	To share the video clips to enhance public understanding on the work of the Student Finance Office.	No. of subscribers: 154 Average monthly visits: 2 105	No	N.A.	1 Information Technology Officer	N.A.
Aug 2010	Keep updating	University Grants Committee	Hong Kong PhD Fellowship	YouTube	To share the video clips produced by the eight	No. of subscribers: 35	No	N.A.	1 Research Administrator I	N.A.

		(UGC)	Scheme		UGC-funded universities to attract potential applicants to the Hong Kong PhD Fellowship Scheme	Average monthly visits: 212				
Sep 2013	Keep updating	UGC	Hong Kong PhD Fellowship Scheme	Facebook	To promote the Hong Kong PhD Fellowship Scheme.	Accumulated no. of “likes”: 8 699	No	Average no. of posts per day: <1 Average no. of interactions per post: 175	- Ditto -	N.A.
February 2016	Keep updating	UGC	Research Grants Council (RGC) YouTube Channel	YouTube	To publicise RGC’s updated news and research achievements of the RGC funded projects	No. of subscribers: 30 Average monthly visits: 349	No	N.A.	- Ditto -	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	No. of subscribers: 400 Average monthly visits: 1 087	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 no. of “likes”: 43 200	No	Average no. of posts per day: 0.4 Average no. of interactions per post: 280	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 no. of “likes”: 11 943	No	Average no. of posts per day: 2 Average no. of interactions per post: 265	- Ditto -	N.A.
Oct 2010	Keep updating	VTC	channelvtc	YouTube	To share and update information on vocational and professional education and training	No. of subscribers: 1 820 Average monthly visits: around 400 000	No	N.A.	- Ditto -	N.A.
Jan 2011	Keep	VTC	VTC	Facebook	To share and update	Accumulated no. of	No	Average no. of	- Ditto -	N.A.

	updating		Facebook		information on vocational and professional education and training	“likes”: 15 600		posts per day: 0.4 Average no. of interactions per post: 95		
Aug 2011	Keep updating	VTC	WorldSkills Hong Kong Competition	Facebook	To share skills competition information and promote vocational and professional education and training	Accumulated no. of “likes”: 1 835	No	Average no. of posts per day: 0.1 Average no. of interactions per post: 14	- 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 no. of “likes”: 2 069	No	Average no. of posts per day: 0.42 Average no. of interactions per post : 4.15	- 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 no. of “likes”: 13 611	No	Average no. of posts per day: 0.97 Average no. of interactions per post: 2 045	- Ditto -	N.A.
Mar 2016	Keep updating	Qualifications Framework Secretariat	QF Award Scheme for Learning Experiences	Facebook (page)	To promote QF Award Scheme for Learning Experiences	Accumulated no. of “likes”: 66	No	1.4 posts per month Average no. of interactions per post: 7.5	1 Assistant Manager	N.A.
Mar 2016	Keep updating	Qualifications Framework Secretariat	Friends of QF Award Scheme	Facebook (closed group)	To share learning experience and maintain collaboration among Awardees	No. of subscribers: 100	No	Once a week Average no. of interactions per post:10	- Ditto -	N.A.
Apr 2011	Keep updating	Hong Kong Education City	Small Campus	Facebook	To promote activities for primary students	Accumulated no. of “likes”: 16 792	Yes	Once per 2-day in average Average no. of interactions per post: 45	1 Project Officer 1 Manager	N.A.

Apr 2011	Keep updating	Hong Kong Education City	慢慢讀	Facebook	To promote reading activities and information	Accumulated no. of “likes”: 2 217	Yes	Once per 2-day in average Average no. of interactions per post: 216	- Ditto -	N.A.
Jul 2011	Keep updating	Hong Kong Education City	HKEdCity	Facebook	To promote activities and services of Hong Kong Education City	Accumulated no. of “likes”: 3 652	Yes	Once per 2-day in average Average no. of interactions per post: 6	1 Marketing Officer 1 Manager	N.A.
Sep 2011	Keep updating	Hong Kong Education City	Learning and Teaching Expo	Facebook	To promote the Learning and Teaching Expo activities	Accumulated no. of “likes”: 968	Yes	In line with the promotion activities Average no. of interactions per post: 8	- Ditto -	N.A.
Aug 2012	Keep updating	Hong Kong Education City	少年Teen空	Facebook	To promote activities for secondary students	Accumulated no. of “likes”: 446	Yes	Once per 2-day in average Average no. of interactions per post: 2	1 Project Officer 1 Manager	N.A.

- End -

CONTROLLING OFFICER'S REPLY**EDB632****(Question Serial No. 6719)**

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 2016-17 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 MOK Charles Peter (Member Question No. 137)

Reply:

During the period from January to September 2016, the Education Bureau received 60 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 2016, there were 5 cases under processing.

Among the cases completed during the above period, 44 requests were met in full, 2 requests were met in part, 6 requests were refused and 1 request was withdrawn. For the remaining 2 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); third party information (paragraph 2.14 of the Code) (4 cases); and premature requests (paragraph 2.17 of the Code) (1 case). The 5 cases which took the longest processing time were all completed within 51 days^{Note} from the date of receipt of the requests. Reasons for lengthy processing included the need to seek legal advice (2 cases); consult a third party involved (1 case); collect and verify voluminous information (1 case); and await for a planned announcement (1 case).

During the said period, the Bureau received 1 request for internal review of the case handled.

Note

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**EDB633****(Question Serial No. 4327)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) 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 the number of vacant school premises (VSPs) that are not earmarked for educational use by District Council district, address, and the number of years (i.e. less than 1 year, 1-3 years, and 3 years or more) for which the VSP has been left vacant. What were the expenditure involved in the management and maintenance of VSPs in each of the past 3 years (i.e. 2014-15, 2015-16 and 2016-17)?
- (2) Please provide a breakdown of the number of VSPs that are earmarked for educational use by District Council district, address, and the number of years (i.e. less than 1 year, 1-3 years, and 3 years or more) for which the VSP has been left vacant. What were the expenditure involved in the management and maintenance of VSPs in each of the past 3 years?
- (3) Please provide the respective numbers of applications from social welfare organisations for renting idle government premises which have been received, approved and rejected in each of the past five years, as well as the reasons for rejecting some of the applications.

Asked by: Hon SHIU Ka-chun (Member Question No. 212)

Reply:

(2) It has all along been EDB's policy objective to put vacant school premises (VSP) into gainful use. 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, and the educational needs and relevant policy initiatives 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.

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 inform PlanD and other relevant departments (such as the Lands Department (LandsD) and the Housing Department (HD)) for PlanD's consideration of suitable alternative long-term uses in accordance with the central clearing house mechanism.

As at end-February 2017, there are 18 VSP and two partial VSP under EDB's purview which are earmarked/retained for school or other educational uses (including those not yet been confirmed as being no longer required by EDB). Information on these premises is set out in the table below:

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)
1	Wanchai	2006/07	2 000
2	Wanchai	2007/08	6 500
3	Eastern	2011/12	600# [Partly vacant]
4	Southern	2012/13	6 000
5	Kwun Tong	2011/12	2 900
6	Kowloon City	2013/14	3 200
7	Wong Tai Sin	2016/17	2 400
8	Wong Tai Sin	2016/17	3 700
9	Wong Tai Sin	2016/17	(Total)
10	Sham Shui Po	2013/14	3 700
11	Sham Shui Po	2010/11	2 200
12	Sha Tin	2015/16	3 900
13	Sha Tin	2011/12	5 800#
14	Sha Tin	2010/11	3 900#
15	Sha Tin	2010/11	2 600# [Partly vacant]
16	Tai Po	2006/07	5 200#
17	Tai Po	1999/00	2 400
18	Tsuen Wan	2010/11	3 600#
19	Tuen Mun	2010/11	5 300#
20	Islands	2006/07	5 800

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 is responsible for the management of VSP located on sites allocated to EDB, including those that PlanD has been informed of 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. In 2014-15 and 2015-16, the actual expenditures incurred by EDB for the management of VSP were \$0.957 million and \$1.221 million respectively, while the estimated expenditure to be incurred in 2016-17 is \$1.45 million. The expenditures mainly include security patrol and inspections, pest control, removal of litter, as well as cleansing and weeding.

(1) and (3) As for VSP no longer required by EDB for school or other educational uses, EDB will inform PlanD and other relevant departments (such as LandsD and HD) in accordance with the above-mentioned central clearing house mechanism. PlanD will consider suitable alternative long-term uses (such as government, institution or community, residential and other uses) for the VSP sites concerned. Upon confirmation on the long-term uses of the VSP sites concerned through the central clearing house mechanism, PlanD will inform the relevant departments (such as LandsD and HD) of the recommendations for their follow up as appropriate. According to the information provided by DEVB, as at end-January 2017, PlanD has reviewed the long-term uses of 173 VSP and confirmed their long-term uses under the central clearing house mechanism. EDB does not have information on the current situation, uses and expenditures incurred by the respective departments on management of VSP returned by EDB under the central clearing house mechanism.

- End -

CONTROLLING OFFICER'S REPLY

EDB634

(Question Serial No. 4437)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (7) Post-secondary, 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 Government's Budget that the number of subsidised places will be increased from about 1 000 per cohort to about 3 000 per cohort in the coming year, involving about \$850 million. Please provide a comprehensive list of the detailed use of the above subsidy. How many places and how much of the subsidy are related to undergraduate and sub-degree programmes in social work?

Asked by: Hon SHIU Ka-chun (Member Question No. 176)

Reply:

In order to nurture talent to meet Hong Kong's social and economic needs, the Government has launched the Study Subsidy Scheme for Designated Professions/ Sectors (SSSDP) on a pilot basis 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. As announced in the 2017 Policy Address, SSSDP will be regularised from the 2018/19 academic year with an increased number of subsidised places from about 1 000 per cohort to about 3 000. Current students of the designated programmes will also receive the subsidy from the 2018/19 academic year. It is expected that about 13 000 students will benefit from the scheme each academic year.

In consultation with policy bureaux, we identified six industries with keen manpower demand that are supported by SSSDP in its pilot run, namely healthcare, architecture and engineering, testing and certifications, creative industries, logistics, and tourism and hospitality. 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 policy bureaux.

The earmarked fund of \$850 million will be solely for disbursement of subsidy to students. The Education Bureau will announce details of the relevant institutions, selected programmes and the respective number of subsidised places for the cohort to be admitted in the 2018/19 academic year later this year after consulting policy bureaux.

- End -

CONTROLLING OFFICER'S REPLY**EDB635****(Question Serial No. 7197)**

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 2016-17, set out by category of publicity channels;
- (2) the ways Education Bureau assesses the effectiveness of the above-mentioned measures, and whether the money is well spent; and
- (3) the Education Bureau's estimated expenditure and staffing for the above-mentioned measures in 2017-18.

Asked by: Hon TIEN Puk-sun, Michael (Member Question No. 54)

Reply:

- (1) During the 2016-17 financial year, the total expenditure of the Education Bureau (EDB) on publicity on online and social media is \$1.63 million, 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)
Study Subsidy Scheme for Designated Professions / Sectors	Advertisements on online and social media	0.30
Electronic Advance Application System for Post-secondary Programmes	Advertisements on online media	0.16
Information Expo on Multiple Pathways 2016	Advertisements on online and social media	0.08
Vocational and Professional Education and Training	Advertisements on online and social media	0.43
Hong Kong Scholarship for Excellence Scheme	Advertisements on online and social media	0.19
Hong Kong as a Regional Education Hub	Advertisements on online media	0.20
Mainland Higher Education Expo 2016	Advertisements on online and social media	0.07

Admission Arrangements for Nursery (K1) Classes in Kindergartens for the 2017/18 School Year	Advertisements on online media	0.04
Application for 2017/18 School Year Registration Certificate for Nursery (K1) Classes in Kindergartens	Advertisements on online media	0.04
Territory-wide System Assessment	Advertisements on online and social media	0.08
Designated Webpage for HKDSE Exam Result Release	Advertisements on online and social media	0.04
Total: (\$ million)		1.63

- (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, 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 interest 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

EDB636

(Question Serial No. 5778)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not specified
Programme: (7) Post-secondary, Vocational and Professional Education
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

The Education Bureau provides funding for the Vocational Training Council to implement Industrial Attachment Programme. What is the estimated number of students benefited from the Programme? How many organisations have joined the Programme?

Are there any attachment places reserved for ethnic minority students? If yes, how many attachment places have been reserved? What industries are covered by the attachments? If no, what are the reasons?

Asked by: Hon TSE Wai-chun, Paul (Member Question No. 54)

Reply:

Recurrent funding of about \$18 million has been allocated to the Vocational Training Council (VTC) starting from the 2014/15 academic year to provide industrial attachment opportunities for students mainly studying subvented Higher Diploma (HD) programmes and certain Diploma of Vocational Education programmes. Some 9 000 students in VTC will benefit every year. Every year, about 2 500 companies and organisations had offered industrial attachment places to VTC students. Breakdown by industry is not available.

To strengthen students' readiness for the workplace and to facilitate a smooth transition from study to work, industrial attachment has been included as a mandatory component in the curricula of all HD programmes. All HD students, including ethnic minorities (EM) students, are required to complete the component of industrial attachment before graduation. EM and other local students receive the same support services in respect of industrial attachment, such as sourcing of industrial attachment opportunities, pre- and post-industrial attachment briefing and coaching during the industrial attachment period.

- End -

CONTROLLING OFFICER'S REPLY

EDB637

(Question Serial No. 5788)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

It is reported that the year before last, among the 36 self-financing post-secondary institutions, the number of students admitted by 8 of them was less than half of that expected. The Hong Kong Community College of the Hong Kong Polytechnic University recorded a loss of \$68 million while the Centennial College of the Hong Kong University encountered financial difficulties. With the sharp decrease in the number of secondary school graduates and the declining birth rate, the bubble of sub-degree programmes will burst sooner or later.

In light of the signs above, has the Education Bureau worked with other institutions to explore strategies to avert the formation of such a bubble? If yes, what are the details? If no, what are the reasons?

Asked by: Hon TSE Wai-chun, Paul (Member Question No. 56)

Reply:

Through the development of the publicly-funded and self-financing sectors, about 45% of our young people in the relevant age cohort now have access to degree-level education in Hong Kong. Including sub-degree education, over 70% of them now have access to post-secondary education locally. Looking ahead, we envisage that the number of secondary school graduates will drop from about 57 000 in 2016 to 43 000 in 2022. At present, there are sufficient publicly-funded and self-financing post-secondary places at sub-degree level or above for all Secondary 6 students who meet the minimum entrance requirements for admission.

The Education Bureau has been communicating with self-financing post-secondary institutions on various occasions the strategies and issues relating to the consolidation on both the quality and quantity of their programmes in view of the declining student population in the coming years. The institutions have also been reminded to remain prudent in launching new programmes and to take into consideration the availability of similar programmes and the demand for programmes to be offered.

- End -

CONTROLLING OFFICER'S REPLY**EDB638****(Question Serial No. 5792)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

1. It is mentioned in Matters Requiring Special Attention in 2017–18 that support will be provided to schools “to help them take forward education reform initiatives, and to cater for learner diversity”. What are the details of the above-mentioned education reform initiatives? What are the expenditure and manpower involved?
2. Despite continuous changes in the education system, students are still facing an ever-increasing study pressure. Nevertheless, most of the children of the former and current Chief Executives, Chief Secretaries and senior officials studied/study abroad with only very few exceptions. Also, there is an increasing number of students attending tutorial schools, making them more important than traditional education. It is just like “putting the cart before the horse” and the education system is full of problems.
3. Would the EDB draw on the experience of international schools and consider putting its expenditure in developing the internationalisation of education? If yes, what are the details? If no, what are the reasons?

Asked by: Hon TSE Wai-chun, Paul (Member Question No. 58)

Reply:

(1) & (2)

The Education Bureau (EDB) has been providing schools with a broad range of support services to help them take forward education reform initiatives, and to cater for learner diversity. Diversified school-based support services (SBSS) based on the needs and circumstances of participating schools are provided to build up schools' capacity to take forward education reform initiatives through on-site support and professional sharing among learning communities. In the 2017/18 school year, the support foci will continue to include catering for learner diversity (including the learning needs of non-Chinese speaking (NCS) students and students with special educational needs) and to promote new curriculum initiatives, such as self-directed learning and Science, Technology Engineering and Mathematics (STEM) education, etc. that would develop the diverse potentials of students.

To enhance support for learning and teaching in schools, additional grants and resources are provided to schools so as to cater for learner diversity. For example, the Diversity Learning Grant (DLG) is provided at the senior secondary level to offer a diversified curriculum to students. Schools may use the grant to provide Other Languages as students' elective subjects and Other Programmes (including network programmes for New Senior Secondary (NSS) subjects and education programmes for gifted students). As for the support to NCS students, EDB will continue to allocate 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 primary

and secondary schools and the creation of an inclusive learning environment by providing an annual provision ranging from \$0.8 million to \$1.5 million for schools admitting 10 or more NCS students. Besides, additional teaching staff and resources are provided for schools for supporting academic low achievers and Whole School Approach to Integrated Education. In tandem, the Learning Support Grant at a maximum amount of \$1.58 million is provided to the schools for supporting students with special educational needs. For gifted education, teachers' capacity in promoting gifted education will be enhanced through organising online courses, seminars, workshops, teacher networks, etc. Learning and teaching packages are produced to support schools in catering for the needs of gifted students in classrooms, pull-out programmes and off-school provisions.

Additional grants are also provided to schools, where appropriate, to support the implementation of new curriculum initiatives such as promoting STEM education and Chinese History and traditional Chinese culture in public sector and Direct Subsidy Scheme (DSS) schools.

Since the commencement of the education reform in 2000, the Curriculum Development Council and the Hong Kong Examinations and Assessment Authority have been working in collaboration to continuously review the school curriculum and related assessment with a view to addressing schools' concerns in the implementation process as well as responding to the changes over time in our society and around the world. The New Academic Structure (NAS) has been implemented in senior secondary education since September 2009 to provide a broad and balanced curriculum with diversified choices (e.g. a wide range of Applied Learning (ApL) courses and adapted ApL courses for special schools) and pathways to cater for students' different interests, abilities and needs. EDB fully recognises the importance of equipping teachers for effective delivery of the above curriculum changes and education initiatives. Thus, other than disbursement of various grants, EDB has been supporting schools through providing a vast number of training programmes on different topics to build the professional capacity of teachers, fostering professional exchanges and sharing of good practices, development of quality learning and teaching resource materials, etc.

With the implementation of the Free Quality Kindergarten (KG) Education Scheme (Scheme) starting from the 2017/18 school year, support for NCS students and students with diverse needs in KGs will be strengthened. To enable KGs participating in the Scheme to enhance the support to their NCS students, a grant comparable to the salary of one teacher will be provided for KGs admitting eight or more NCS students. Under the Scheme, teacher to pupil ratio will be enhanced from 1:15 (including the principal) to 1:11 (principal not included) with a view to creating space for KG teachers to take care of the diverse needs of students. EDB will also devise a teacher professional development framework to enhance their understanding of the KG students' developmental needs and to empower them to identify and cater for learner diversity, including those at risk of developmental problems. Under the framework, more structured in-service training programmes will be offered for KG teachers. 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 by KG teachers and parents to cater for the students at risk of developmental delay and deliver relevant professional training for KG teachers.

Since the implementation of the above measures cuts across various divisions and the relevant manpower resources and expenses are subsumed under the overall expenditure of EDB and/or different Funds including the Education Development Fund, a breakdown of expenditure and manpower involved in this regard is not available.

(3)

Government, aided and DSS schools are publicly funded and should accord priority to catering for the learning needs of local children. Government and aided schools should operate local curriculum, whereas DSS schools, with more flexibility in curriculum design, should offer principally a curriculum targeted at local students. Currently, some DSS secondary schools are approved to offer non-local curriculum at the secondary 5 and 6 levels with a view to providing students with additional curriculum choices.

- End -

CONTROLLING OFFICER'S REPLY**EDB639****(Question Serial No. 3970)**

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:

Would the Administration advise this Committee of the following:

1. Over the past 3 years, how many post-secondary, secondary and primary students received subsidies respectively to join the Mainland and overseas exchange programmes?
2. What are the estimated expenditures for this year on subsidising post-secondary, secondary and primary students respectively to join the Mainland and overseas exchange programmes?

Asked by: Hon YEUNG Alvin (Member Question No. 36)

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 three years (2014-15, 2015-16 and 2016-17) are shown below:

Financial Year	Number of students (rounded down to the nearest hundred)		
	Post-secondary Students	Secondary Students	Primary Students
2014-15	4 500	26 600	17 400
2015-16 [#]	4 000	33 000	22 200
2016-17 ⁺	3 500	36 400	21 500

[#] Actual figures revised from last year's estimates

⁺ Provisional figures

In addition, the Government launched the Scheme for Subsidy on Exchange for Post-secondary Students (SSE) in January 2015 to provide local students enrolling in full-time locally accredited sub-degree or undergraduate programmes with means-tested grant so as to encourage their participation in exchange programmes outside Hong Kong. In the first subsidised period covering January 2015 to August 2016, 31 institutions participated in the SSE. A total of \$27 million was granted to 2 138 students to participate in exchange activities in destinations such as the United States of America, Korea, the United Kingdom, Taiwan, Canada, Japan, Australia, Germany and the Netherlands.

2. The estimated expenditure on post-secondary, secondary and primary school students to join the Mainland exchange programmes in 2017-18 is shown below:

Financial Year	Estimated expenditure (\$million)		
	Post-secondary Students	Secondary Students	Primary Students
2017-18	10.2	78.5	32.0

While the expenditure of SSE for the second subsidised period covering September 2016 to August 2017 will only be available later this year, we expect there would be an increase in expenditure. The Education Bureau had conducted a review on the effectiveness of the SSE in early 2016 and had extended its scope to cover exchange activities of shorter duration starting from July 2016. Besides, the ceiling of subsidy per student has been raised from HK\$15,000 to HK\$60,000 to support needy students participating in exchange activities held at farther destinations and of longer duration. Further, in order to capitalise on the new opportunities created by the “Belt and Road” initiatives, the Scheme for Subsidy on Exchange to “Belt and Road” Regions for Post-secondary Students, was introduced in July 2016 to encourage and support local students in need to go on exchanges in the “Belt and Road” regions. Each eligible student can apply for subsidies under the scheme twice capped at HK\$53,000 in total.

- End -

CONTROLLING OFFICER'S REPLY

EDB640

(Question Serial No. 5348)

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:

For the past 3 years, what is the number of primary and secondary students whose home-to-school walking distance exceeded 10 minutes? What is the number of primary and secondary students who attended schools in districts other than the one they lived in? What is the distribution of students by district of residence? What is the distribution of students by district of school location? What is the distribution of students by both district of residence and district of school location?

Asked by: Hon YIU Chung-yim (Member Question No. 53)

Reply:

The Student Travel Subsidy Scheme under the Student Financial Assistance Schemes provides travel subsidy to eligible needy students receiving formal primary and secondary education or attending a full-time day course up to first degree level in an acceptable institution, residing beyond 10 minutes' walking distance from school and travelling to school by public transport. Apart from this Scheme, EDB does not collect any information relating to students' home-to-school walking distance.

For the 2016/17 school year, there are about 1080 primary and secondary schools (including local, English Schools Foundation and other private international ordinary day schools). Parents are free to choose any schools taking into account the aspiration and needs of their children and schools normally do not consider applicant students' residence. The number of primary and secondary students based on the location of the schools by district from the 2014/15 to 2016/17 school years is tabulated at Annex. We do not have readily available information about the number of primary and secondary students who attend schools in districts other than the one they live in.

**Number of primary students based on the location of the schools by district
from the 2014/15 to 2016/17 school years**

District	2014/15	2015/16	2016/17
Central and Western	11 061	11 081	11 961
Wan Chai	13 438	13 807	13 318
Eastern	20 593	21 090	21 724
Southern	13 401	13 606	14 041
Yau Tsim Mong	14 380	14 554	14 866
Sham Shui Po	20 346	20 643	20 981
Kowloon City	31 100	31 692	33 936
Wong Tai Sin	17 668	18 177	17 187
Kwun Tong	25 421	25 595	26 111
Kwai Tsing	18 435	18 695	19 131
Tsuen Wan	12 609	12 786	13 085
Tuen Mun	21 190	22 350	23 569
Yuen Long	28 842	30 090	31 782
North	18 558	18 958	19 596
Tai Po	12 858	13 673	14 914
Shatin	27 471	28 562	29 881
Sai Kung	15 273	15 616	16 122
Islands	6 656	6 583	6 803

Notes:

1. Figures refer to the position as at September of the respective school years.
2. Government, aided, Direct Subsidy Scheme, private, English Schools Foundation and other private international day schools are included.
3. Figures do not include special schools.

**Number of secondary students based on the location of the schools by district
from the 2014/15 to 2016/17 school years**

District	2014/15	2015/16	2016/17
Central and Western	10 712	10 374	10 058
Wan Chai	12 148	11 726	12 459
Eastern	24 970	23 474	21 445
Southern	16 754	16 192	15 803
Yau Tsim Mong	14 847	14 055	13 530
Sham Shui Po	23 099	22 179	21 442
Kowloon City	31 446	30 084	30 099
Wong Tai Sin	19 504	18 460	17 708
Kwun Tong	29 136	27 423	26 342
Kwai Tsing	24 963	23 313	22 132
Tsuen Wan	11 089	10 364	9 878
Tuen Mun	26 086	24 073	22 565
Yuen Long	32 138	30 076	28 462
North	16 995	16 174	15 487
Tai Po	14 262	13 329	12 851
Shatin	37 138	35 150	33 077
Sai Kung	20 616	19 377	18 382
Islands	7 228	6 786	6 432

Notes:

1. Figures refer to the position as at September of the respective school years.
2. Government, aided, Caput, Direct Subsidy Scheme, private, English Schools Foundation and other private international day schools are included.
3. Figures do not include special schools.

- End -

CONTROLLING OFFICER'S REPLY**EDB641****(Question Serial No. 5832)**

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:

How many school premises (including rural schools) that have remained vacant for more than 1 year does the Government have? In which districts are these schools distributed?

Asked by: Hon YIU Chung-yim (Member Question No. 64)

Reply:

It has all along been EDB's policy objective to put vacant school premises (VSP) into gainful use. 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, and the educational needs and relevant policy initiatives 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.

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 inform PlanD and other relevant departments (such as the Lands Department (LandsD) and the Housing Department (HD)) for PlanD's consideration of suitable alternative long-term uses in accordance with the central clearing house mechanism.

As at end-February 2017, there are 18 VSP and two partial VSP under EDB's purview which are earmarked/retained for school or other educational uses (including those not yet been confirmed as being no longer required by EDB). Information on these premises is set out in the table below:

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)
1	Wanchai	2006/07	2 000
2	Wanchai	2007/08	6 500
3	Eastern	2011/12	600# [Partly vacant]
4	Southern	2012/13	6 000
5	Kwun Tong	2011/12	2 900
6	Kowloon City	2013/14	3 200
7	Wong Tai Sin	2016/17	2 400

8	Wong Tai Sin	2016/17	3 700
9	Wong Tai Sin	2016/17	(Total)
10	Sham Shui Po	2013/14	3 700
11	Sham Shui Po	2010/11	2 200
12	Sha Tin	2015/16	3 900
13	Sha Tin	2011/12	5 800#
14	Sha Tin	2010/11	3 900#
15	Sha Tin	2010/11	2 600# [Partly vacant]
16	Tai Po	2006/07	5 200#
17	Tai Po	1999/00	2 400
18	Tsuen Wan	2010/11	3 600#
19	Tuen Mun	2010/11	5 300#
20	Islands	2006/07	5 800

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’s purview. There is a need to earmark/retain some VSP to cater for the anticipated future demand for school places and to allow flexible arrangements required for in view of the uncertainty involved. In addition, EDB needs VSP to flexibly address various and changing needs, including re-provisioning of existing schools to improve their learning and teaching environment or decanting use by schools undergoing in-situ redevelopment or extension works, etc. It is therefore not practicable to impose any fixed target on the length of the vacancy period of a VSP or the 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 earmarked for educational use but suitable for short-term use to relevant bureaux/departments (including the Home Affairs Bureau (HAB), Home Affairs Department (HAD), LandsD, PlanD and Social Welfare Department (SWD)) 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

EDB642

(Question Serial No. 3772)

Head: (173) Working Family and Student Financial Assistance Agency

Subhead (No. & title): (228) Student financial assistance

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:

According to the Education Bureau, an additional grant will be provided for children of needy families to defray school-related expenses incurred from the students' kindergarten education starting from the 2017/18 school year. What are the details and estimated expenditure?

Asked by: Hon CHAN Tanya (Member Question No. 11)

Reply:

Applicants who pass the income test of the Student Finance Office of the Working Family and Student Financial Assistance Agency and meet the eligibility criteria under the Kindergarten and Child Care Centre Fee Remission Scheme are eligible for an additional grant to defray school-related expenses incurred from the students' kindergarten education starting from the 2017/18 school year. The grant rate will be pegged at the level of grant for school-related expenses for kindergarten students under the Comprehensive Social Security Assistance. The estimated expenditure for the additional grant in the 2017/18 school year is \$158.2 million.

- End -

CONTROLLING OFFICER'S REPLY**EDB643****(Question Serial No. 4235)**

Head: (173) Working Family and Student Financial Assistance Agency

Subhead (No. & title): (000) Operational expenses
(228) Student financial assistance

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:

The Working Family and Student Financial Assistance Agency indicates that it will “continue to process applications for means-tested fee remission under Kindergarten and Child Care Centre Fee Remission Scheme at 75th percentile of the school fees of kindergartens under the Free Quality Kindergarten Education Scheme and to provide an additional grant for children of needy families to defray school-related expenses incurred from the students’ kindergarten education starting from the 2017/18 school year.” What are the details, manpower arrangement and estimated expenditure?

Asked by: Hon CHAN Tanya (Member Question No. 172)

Reply:

The Kindergarten and Child Care Centre Fee Remission Scheme (KCFRS) provides needy families with financial assistance in the form of fee remission for the children to receive pre-primary education. Fee remission under the KCFRS will be granted to applicants who pass the income test of the Student Finance Office (SFO) of the Working Family and Student Financial Assistance Agency and meet the eligibility criteria under the KCFRS. In the 2017/18 school year, the SFO will continue to process applications for fee remission under the KCFRS at 75th percentile of the school fees of the kindergartens under the Free Quality Kindergarten Education Scheme. In addition, families of the kindergarten students which pass the income test and meet the eligibility criteria under the KCFRS are eligible for an additional grant to defray school-related expenses incurred from the students’ kindergarten education starting from the 2017/18 school year. The estimated expenditure for the KCFRS and the additional grant in the 2017/18 school year are \$366.4 million and \$158.2 million respectively. Processing of the applications for the KCFRS and the additional grant will be performed by existing staff who handle the financial assistance schemes for pre-primary students and as at 31 January 2017, 62 staff were involved.

- End -

CONTROLLING OFFICER'S REPLY

EDB644

(Question Serial No. 4236)

Head: (173) Working Family and Student Financial Assistance Agency
(254) Loans to Students

Subhead (No. & title): (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:

It is stated that the Working Family and Student Financial Assistance Agency will “continue to provide efficient and quality services to students under various student financial assistance schemes” in 2017-18. What are the details and the estimated expenditure?

Asked by: Hon CHAN Tanya (Member Question No. 173)

Reply:

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 will continue to provide efficient and quality services to students under various student financial assistance schemes. In 2016/17 (as at 31 January 2017), the Student Finance Office of the Working Family and Student Financial Assistance Agency had disbursed a total amount of around \$5,107.3 million to eligible students at all levels of study under various financial assistance schemes in meeting their education expenses, such as tuition and examination fees, textbooks and travel expenses, Internet access charges and other academic and school-related expenses. In 2017/18, the estimated amount of assistance to be disbursed is around \$6,371.4 million. Details are set out below -

Financial Assistance Scheme	2016/17 school year (\$ million) (as at 31 January 2017)	2017/18 school year (\$ million)
Tertiary Student Finance Scheme - Publicly-funded Programmes (Grant)	871.4	944.7
Financial Assistance Scheme for Post-secondary Students (Grant)	790.8	983.8
Kindergarten and Child Care Centre Fee Remission Scheme	321.9	366.4
Grant for School-related Expenses for Kindergarten Students	- [#]	158.2
Examination Fee Remission Scheme	33.3 [*]	34.7
Subsidy Scheme for Internet Access Charges	147.6	166.0
School Textbook Assistance Scheme	795.8	830.6
Student Travel Subsidy Scheme	386.9	458.1
Diploma Yi Jin	74.4 ^Ω	74.1 [@]
Financial Assistance Scheme for Designated Evening Adult Education Courses	3.9 ^Ω	4.0 [@]
Continuing Education Fund (CEF) [^]	128.7	159.5
Means-tested loan for tertiary students pursuing publicly-funded programmes	176.9	211.2
Non-means-tested loan scheme	1,270.7	1,835.2
Means-tested loan for post-secondary students	105.0	144.9
Total	5,107.3	6,371.4

[#] The Grant will be provided to eligible applicants with effect from 2017/18 school year.

^{*} This figure is based on the application details verified with the Hong Kong Examinations and Assessment Authority in early March 2017.

[^] The CEF is open to applications throughout the year. The figures shown here relate to funds disbursed during financial rather than school year. The Fund is under the purview of the Labour and Welfare Bureau.

^Ω The figures refer to the tuition fee reimbursement for the 2015/16 school year disbursed in 2016-17. A small number of reimbursement applications in 2015/16 are still under processing.

[@] The figures refer to the estimated tuition fee reimbursement for the 2016/17 school year which will be disbursed in 2017-18.

- End -

CONTROLLING OFFICER'S REPLY

EDB645

(Question Serial No. 4237)

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 were the student loan default statistics of the past three years?
- b) What action did the Student Finance Office take to recover the student loans in default in 2016-17? What were the details and the expenditure?
- c) What are the details, estimated expenditure and manpower arrangements of the Student Finance Office to recover the student loans in default in 2017-18?

Asked by: Hon CHAN Tanya (Member Question No. 174)

Reply:

- a) Cases with two or more consecutive overdue quarterly instalments / six or more consecutive overdue monthly instalments are regarded as default cases. The amounts in default in the 2014/15 to 2016/17 academic years (as at 31 January 2017)*, are as follows –

Amount in default (\$ million)	Academic Year		
	2014/15	2015/16	2016/17 [^]
(A) Tertiary Student Finance Scheme – Publicly-funded Programmes	29.48	26.48	25.49
(B) Financial Assistance Scheme for Post-secondary Students	17.88	16.98	16.72
(C) Non-means-tested Loan Scheme for Full-time Tertiary Students	18.57	17.27	16.53
(D) Non-means-tested Loan Scheme for Post-secondary Students	53.57	51.79	49.94
(E) Extended Non-means-tested Loan Scheme	83.35	79.01	77.25
Total	202.85	191.53	185.93

* The amount in default is the total amount of arrears in the defaulted student loan accounts carried forward from previous academic years and arisen as at the end of the respective academic years.

[^] As at 31 January 2017

- b) 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 2016/17 academic year, the estimated expenditure involved in recovering defaulted student loans is \$32.6 million which is mainly for salaries provision for staff involved in the work.

- c) In the 2017/18 academic year, apart from continuing the concerted efforts to recover the outstanding student loans from the defaulters and their indemnifiers in an expeditious manner (include strengthening collaboration with the DoJ), 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 continue strengthening promotion and education of prudent financial and credit management and responsible borrowing to students on all fronts through the Student Finance Office'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.

The estimated expenditure involved in recovering defaulted student loans in the 2017/18 academic year is \$35 million. It is mainly for salaries provision for 108 staff (including civil servants and non-civil service contract staff of both the Student Finance Office and the DoJ) involved in the work.

- End -

CONTROLLING OFFICER'S REPLY

EDB646

(Question Serial No. 4239)

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:

According to the Working Family and Student Financial Assistance Agency, during 2017-18, it will continue to develop the Integrated Student Financial Assistance System to support the administration of all student financial assistance schemes as well as scholarships and merit award schemes, with a view to improving the operational efficiency and effectiveness of the Agency in the administration and delivery of these schemes. What are the work plan, estimated expenditure and manpower in this regard?

Asked by: Hon CHAN Tanya (Member Question No. 176)

Reply:

The Student Finance Office of the Agency will continue to develop the Integrated Student Financial Assistance System (ISFAST) in 2017-18. The system development work is being implemented by phases. The first phase of the ISFAST covering assistance schemes at pre-primary, primary and secondary levels has been rolled out since March 2016 and the system development work for the second phase covering assistance schemes at post-secondary level is underway. The development of the ISFAST is funded under Capital Works Reserve Fund Head 710. The estimated expenditure for the implementation of the ISFAST for 2016-17 and 2017-18 are \$7.2 million and \$3.8 million respectively. The system development is performed by an in-house development team which consists of Analyst/Programmer grade staff, non-civil service contract staff and staff engaged under T-contracts (refers to the engagement of information technology contract staff services under term contracts centrally administered by the Office of the Government Chief Information Officer). As at 31 January 2017, there were 54 staff members in the development team.

- End -

CONTROLLING OFFICER'S REPLY**EDB647****(Question Serial No. 4240)**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 a breakdown of the numbers of full-grant and half-grant students under the School Textbook Assistance Scheme 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.

Asked by: Hon CHAN Tanya (Member Question No. 177)Reply:

In the school years from 2012/13 to 2016/17, the numbers of primary and secondary students receiving financial assistance under the School Textbook Assistance Scheme at the full rate and half rate by level of study are set out below –

School Year		2012/13	2013/14	2014/15	2015/16	2016/17 (as at 31 January 2017)
Number of students receiving textbook assistance	Primary 1 to 6	104 214	103 562	104 524	104 582	102 378
	Full rate	64 404	64 881	66 494	67 371	66 394
	Half rate	39 810	38 681	38 030	37 211	35 984
	Secondary 1 to 3	68 493	62 138	58 105	53 359	50 102
	Full rate	38 553	34 615	32 825	30 856	29 443
	Half rate	29 940	27 523	25 280	22 503	20 659
	Secondary 4 / Senior Secondary 1	26 275	23 319	20 498	19 379	17 241
	Full rate	14 388	12 677	11 278	10 787	9 743
	Half rate	11 887	10 642	9 220	8 592	7 498
	Secondary 5 / Senior Secondary 2	26 693	23 810	21 296	18 603	17 315
	Full rate	14 514	12 820	11 715	10 197	9 628
	Half rate	12 179	10 990	9 581	8 406	7 687
	Secondary 6 / Senior Secondary 3	26 541	24 141	21 580	19 181	16 469
	Full rate	14 654	13 059	11 748	10 751	9 173
	Half rate	11 887	11 082	9 832	8 430	7 296
	Total	252 216	236 970	226 003	215 104	203 505

-End-

CONTROLLING OFFICER'S REPLY**EDB648****(Question Serial No. 4241)**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 and total amount of subsidy disbursed under the scheme over the past 3 school years?

Asked by: Hon CHAN Tanya (Member Question No. 178)Reply:

In the school years from 2014/15 to 2016/17, 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		
	2014/15	2015/16	2016/17 (as at 31 January 2017)
Number of applications received	63 592	67 347	76 759
Number of beneficiaries	57 249	59 790	59 227
Average amount of subsidy disbursed (\$)	2,051	2,187	2,267
Total amount of subsidy disbursed (\$ million)	117.4	130.8	134.2

- End -

CONTROLLING OFFICER'S REPLY**EDB649****(Question Serial No. 4242)**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 and total amount of subsidy disbursed under the scheme over the past 3 school years?

Asked by: Hon CHAN Tanya (Member Question No. 179)Reply:

In the school years from 2014/15 to 2016/17, 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		
	2014/15	2015/16	2016/17 as at 31 January 2017)
Number of applications received	105 101	97 523	89 169
Number of beneficiaries	95 203	87 707	79 675
Average amount of subsidy disbursed (\$)	2,190	2,283	2,337
Total amount of subsidy disbursed (\$ million)	208.5	200.2	186.2

* The number of secondary students also 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**EDB650****(Question Serial No. 4243)**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 over the past 3 school years?

Asked by: Hon CHAN Tanya (Member Question No. 180)Reply:

In the school years from 2014/15 to 2016/17, 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		
	2014/15	2015/16	2016/17 (as at 31 January 2017)
Number of applications received	22 447	21 563	16 609
Number of beneficiaries	22 089	21 269	15 957
Average amount of subsidy disbursed (\$)	3,624	3,682	2,288
Total amount of subsidy disbursed (\$ million)	80.0	78.3	36.5

- End -

CONTROLLING OFFICER'S REPLY

EDB651

(Question Serial No. 4244)

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:

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?
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: Hon CHAN Tanya (Member Question No. 182)

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 2012/13 to 2016/17 academic years are as follows –

	Academic Year				
	2012/13	2013/14	2014/15	2015/16	2016/17*
(A) TSFS					
Total amount demanded (\$ million)	290.19	253.41	223.75	196.51	94.67
Total amount settled [#] (\$ million)	283.81	246.11	216.80	191.46	89.29
Loan repayment rate	97.80%	97.12%	96.89%	97.43%	94.32%
(B) FASP					
Total amount demanded (\$ million)	141.41	170.72	192.15	176.34	82.73
Total amount settled [#] (\$ million)	132.01	156.06	171.06	163.63	74.19
Loan repayment rate	93.35%	91.41%	89.02%	92.79%	89.68%
(C) NLSFT					
Total amount demanded (\$ million)	245.75	230.22	234.25	237.64	132.00
Total amount settled [#] (\$ million)	237.61	221.75	224.69	231.02	121.64
Loan repayment rate	96.69%	96.32%	95.92%	97.21%	92.15%
(D) NLSPS					
Total amount demanded (\$ million)	374.09	401.06	444.40	424.28	233.87
Total amount settled [#] (\$ million)	333.93	354.95	385.26	390.45	200.61
Loan repayment rate	89.26%	88.50%	86.69%	92.03%	85.78%
(E) ENLS					
Total amount demanded (\$ million)	501.44	461.27	439.20	403.10	210.43
Total amount settled [#] (\$ million)	441.11	419.23	406.46	375.17	178.71
Loan repayment rate	87.97%	90.89%	92.55%	93.07%	84.93%
Total					
Total amount demanded (\$ million)	1,552.88	1,516.68	1,533.75	1,437.87	753.70
Total amount settled [#] (\$ million)	1,428.47	1,398.10	1,404.27	1,351.73	664.44
Loan repayment rate	91.99%	92.18%	91.56%	94.01%	88.16%

* As at 31 January 2017

[#] 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 2017).

- (ii) In the 2017/18 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 \$20.8 million. 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 2012/13 to 2016/17 academic years are as follows –

(A) TSFS

Institution	Academic Year				
	2012/13	2013/14	2014/15	2015/16	2016/17*
(a) City University of Hong Kong	1 377	1 212	1 068	889	638
(b) Hong Kong Baptist University	710	646	561	489	408
(c) Hong Kong Institute of Vocational Education, Hong Kong Design Institute, Chinese Culinary Institute and International Culinary Institute, and Maritime Services Training Institute of the Vocational Training Council	1 100	1 150	993	948	653
(d) Hong Kong University of Science and Technology	765	673	581	505	377
(e) Lingnan University	429	360	326	266	198
(f) The Chinese University of Hong Kong	1 468	1 348	1 198	1 089	779
(g) The Education University of Hong Kong (formerly known as The Hong Kong Institute of Education)	773	646	527	424	271
(h) The Hong Kong Academy for Performing Arts	52	59	59	58	35
(i) The Hong Kong Polytechnic University	1 905	1 623	1 454	1 198	882
(j) The Prince Philip Dental Hospital	2	1	1	1	3
(k) The University of Hong Kong	1 067	986	856	756	574
Total	9 648	8 704	7 624	6 623	4 818

(B) FASP

Institution	Academic Year				
	2012/13	2013/14	2014/15	2015/16	2016/17*
(a) City University of Hong Kong/ Community College of City University/ School of Continuing and Professional Education	872	899	676	445	219
(b) Hong Kong Baptist University/ School of Continuing Education/ College of International Education	562	486	385	356	205
(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	1 006	853	711	580	392
(d) Hong Kong University of Science and Technology	0	1	0	1	0
(e) Lingnan Institute of Further Education/ The Community College at Lingnan University	426	301	82	47	38

Institution	Academic Year				
	2012/13	2013/14	2014/15	2015/16	2016/17*
(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	437	223	174	145	93
(g) The Education University of Hong Kong (formerly known as The Hong Kong Institute of Education)	197	200	167	173	85
(h) The Hong Kong Polytechnic University/ Hong Kong Community College/ School of Professional Education and Executive Development	1 370	1 045	877	691	446
(i) The University of Hong Kong/ HKU School of Professional and Continuing Education/ HKU SPACE Community College/ HKU SPACE Po Leung Kuk Stanley Ho Community College	1 112	804	521	456	300
(j) Caritas Bianchi College of Careers/ Caritas Institute of Community Education/ Caritas Institute of Higher Education	155	123	129	121	95
(k) Centennial College	23	30	25	15	11
(l) Chu Hai College of Higher Education	241	206	186	137	64
(m) Gratia Christian College	0	0	0	3	5
(n) Hang Seng Management College	308	325	338	300	173
(o) Hong Kong Art School	11	12	15	3	3
(p) Hong Kong College of Technology/ HKCT Institute of Higher Education	83	67	45	34	23
(q) Hong Kong Institute of Technology	24	35	32	23	10
(r) Hong Kong Nang Yan College of Higher Education	0	1	4	6	2
(s) Hong Kong Shue Yan University	648	562	460	360	215
(t) Kaplan Business and Accountancy School	1	1	0	0	0
(u) Sacred Heart Canossian College of Commerce	5	3	0	0	0
(v) Savannah College of Arts and Design, Inc.	3	3	3	6	2
(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	118	100	93	78	47
(x) School of Nursing, Hong Kong Baptist Hospital	0	0	4	12	1
(y) School of Nursing, Union Hospital	0	0	10	16	3
(z) St. Teresa's Hospital School of Nursing	0	10	11	15	9

Institution	Academic Year				
	2012/13	2013/14	2014/15	2015/16	2016/17*
(aa) The Open University of Hong Kong/ Li Ka Shing Institute of Professional and Continuing Education	898	833	880	836	561
(ab) Tung Wah College	176	237	245	212	199
(ac) Yew Chung Community College	5	4	2	7	7
(ad) YMCA College of Careers	4	2	1	3	1
Total	8 685	7 366	6 076	5 081	3 209

(C) NLSFT

Institution	Academic Year				
	2012/13	2013/14	2014/15	2015/16	2016/17*
(a) City University of Hong Kong	1 236	1 374	1 607	1 781	1 670
(b) Hong Kong Baptist University	730	771	849	897	900
(c) Hong Kong Institute of Vocational Education, Hong Kong Design Institute, Chinese Culinary Institute and International Culinary Institute, and Maritime Services Training Institute of the Vocational Training Council	1 102	1 341	1 343	1 493	1 464
(d) Hong Kong University of Science and Technology	697	797	831	891	808
(e) Lingnan University	341	367	397	375	392
(f) The Chinese University of Hong Kong	1 246	1 364	1 532	1 588	1 623
(g) The Education University of Hong Kong (formerly known as The Hong Kong Institute of Education)	522	580	603	581	524
(h) The Hong Kong Academy for Performing Arts	105	113	116	116	110
(i) The Hong Kong Polytechnic University	1 389	1 501	1 703	1 830	1 800
(j) The Prince Philip Dental Hospital	7	3	4	4	5
(k) The University of Hong Kong	1 133	1 172	1 359	1 418	1 368
Total	8 508	9 383	10 344	10 974	10 664

(D) NLSPS

Institution	Academic Year				
	2012/13	2013/14	2014/15	2015/16	2016/17*
(a) City University of Hong Kong/ Community College of City University/ School of Continuing and Professional Education	1 167	1 470	1 337	1 127	955
(b) Hong Kong Baptist University/ School of Continuing Education/ College of International Education	844	873	899	1 008	949

Institution	Academic Year				
	2012/13	2013/14	2014/15	2015/16	2016/17*
(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	1 311	1 383	1 570	1 674	1 554
(d) Hong Kong University of Science and Technology	1	1	3	6	0
(e) Lingnan Institute of Further Education/ The Community College at Lingnan University	672	555	224	152	155
(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	610	415	392	405	344
(g) The Education University of Hong Kong (formerly known as The Hong Kong Institute of Education)	303	363	347	416	272
(h) The Hong Kong Polytechnic University/ Hong Kong Community College/ School of Professional Education and Executive Development	1 675	1 711	1 687	1 817	1 804
(i) The University of Hong Kong/ HKU School of Professional and Continuing Education / HKU SPACE Community College/ HKU SPACE Po Leung Kuk Stanley Ho Community College	1 562	1 412	1 174	1 292	1 197
(j) Caritas Bianchi College of Careers/ Caritas Institute of Community Education/ Caritas Institute of Higher Education	173	173	239	350	364
(k) Centennial College	45	72	93	89	49
(l) Chu Hai College of Higher Education	333	343	343	342	195
(m) Gratia Christian College	0	0	0	7	9
(n) Hang Seng Management College	621	700	897	1 024	929
(o) Hong Kong Art School	31	40	42	35	16
(p) Hong Kong College of Technology/ HKCT Institute of Higher Education	125	149	101	66	48
(q) Hong Kong Institute of Technology	30	31	50	63	49
(r) Hong Kong Nang Yan College of Higher Education	0	4	7	9	6
(s) Hong Kong Shue Yan University	597	626	733	792	692
(t) Kaplan Business and Accountancy School	3	5	0	0	0
(u) Sacred Heart Canossian College of Commerce	24	7	0	0	0

Institution	Academic Year				
	2012/13	2013/14	2014/15	2015/16	2016/17*
(v) Savannah College of Arts and Design, Inc.	47	67	59	53	50
(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	83	100	114	121	125
(x) School of Nursing, Hong Kong Baptist Hospital	0	0	7	25	3
(y) School of Nursing, Union Hospital	0	0	11	23	9
(z) St. Teresa's Hospital School of Nursing	0	14	24	26	21
(aa) The Open University of Hong Kong/ Li Ka Shing Institute of Professional and Continuing Education	910	1 053	1 363	1 736	1 705
(ab) Tung Wah College	388	545	619	595	579
(ac) Yew Chung Community College	9	15	16	42	51
(ad) YMCA College of Careers	8	13	8	12	15
Total	11 572	12 140	12 359	13 307	12 145

* As at 31 January 2017

(E) ENLS @

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 2016/17 academic years are as follows –

Category of Eligible Courses	Academic Year				
	2012/13	2013/14	2014/15	2015/16	2016/17*
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	3 077	2 276
Category 2 – Courses under Diploma Yi Jin	1 110	925	872	870	887
Category 3 – Courses covered by the Financial Assistance Scheme for Designated Evening Adult Education Courses	1	4	1	1	0
Category 4 – Training or development courses provided or funded by local statutory bodies	8	5	2	7	2
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	2 405	1 675
Total	7 713	7 285	6 728	6 360	4 840

* As at 31 January 2017

@ 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 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 figures under Category 1 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 number of student loan borrowers by different study level of the programmes covered under the TSFS, FASP, NLSFT and NLSPS in the 2012/13 to 2016/17 academic years are as follows –

(A) TSFS

Level of Study	Academic Year				
	2012/13	2013/14	2014/15	2015/16	2016/17*
Degree or above	8 013	7 142	6 319	5 442	3 991
Sub-degree	1 635	1 562	1 305	1 181	827
Total	9 648	8 704	7 624	6 623	4 818

(B) FASP

Level of Study	Academic Year				
	2012/13	2013/14	2014/15	2015/16	2016/17*
Degree / Top-up degree	3 169	3 293	3 415	2 880	1 830
Sub-degree	5 516	4 073	2 661	2 201	1 379
Total	8 685	7 366	6 076	5 081	3 209

(C) NLSFT

Level of Study	Academic Year				
	2012/13	2013/14	2014/15	2015/16	2016/17*
Degree or above	7 007	7 663	8 660	9 135	8 907
Sub-degree	1 501	1 720	1 684	1 839	1 757
Total	8 508	9 383	10 344	10 974	10 664

(D) NLSPS

Level of Study	Academic Year				
	2012/13	2013/14	2014/15	2015/16	2016/17*
Degree / Top-up degree	4 152	5 284	6 990	7 792	6 863
Sub-degree	7 420	6 856	5 369	5 515	5 282
Total	11 572	12 140	12 359	13 307	12 145

* As at 31 January 2017

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**EDB652****(Question Serial No. 4245)**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 three years.

Asked by: Hon CHAN Tanya (Member Question No. 183)Reply:

The expenditure involved in processing applications under the TSFS in the 2014/15 to 2016/17 (as at 31 January 2017) academic years is as follows –

Academic Year	Expenditure Involved (\$ million)
2014/15	38.8
2015/16	43.8
2016/17*	38.6

* As at 31 January 2017

- End -

CONTROLLING OFFICER'S REPLY**EDB653****(Question Serial No. 4246)**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 three years.

Asked by: Hon CHAN Tanya (Member Question No. 184)Reply:

The expenditure involved in processing applications under the FASP in the 2014/15 to 2016/17 (as at 31 January 2017) academic years is as follows –

Academic Year	Expenditure Involved (\$ million)
2014/15	36.2
2015/16	42.3
2016/17*	40.4

* As at 31 January 2017

- End -

CONTROLLING OFFICER'S REPLY**EDB654****(Question Serial No. 4247)**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 three years.

Asked by: Hon CHAN Tanya (Member Question No. 185)Reply:

The expenditure involved in processing applications under the NLS in the 2014/15 to 2016/17 (as at 31 January 2017) academic years is as follows –

Academic Year	Expenditure Involved (\$ million)
2014/15	33.0
2015/16	34.9
2016/17*	30.4

* As at 31 January 2017

- End -

CONTROLLING OFFICER'S REPLY

EDB655

(Question Serial No. 4248)

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: Hon CHAN Tanya (Member Question No. 186)

Reply:

As at 31 January 2017, the amount of outstanding loan principal under repayment under the TSFS is \$846.21 million, involving 21 530 loan accounts.

- End -

CONTROLLING OFFICER'S REPLY

EDB656

(Question Serial No. 4249)

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: Hon CHAN Tanya (Member Question No. 187)

Reply:

As at 31 January 2017, the amount of outstanding loan principal under repayment under the FASP is \$810.50 million, involving 23 776 loan accounts.

- End -

CONTROLLING OFFICER'S REPLY

EDB657

(Question Serial No. 4250)

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: Hon CHAN Tanya (Member Question No. 188)

Reply:

As at 31 January 2017, 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 \$5,801.48 million, involving 124 190 loan accounts.

- End -

CONTROLLING OFFICER'S REPLY

EDB658

(Question Serial No. 6775)

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:

1. Please provide in a table the expenditure involved in recovering student loans in arrears by the Agency, the number of defaulters, average debt age and amount in arrears in the past five years.
2. (i) What are the number of defaulters that the Agency is still recovering student loans from them, their average debt age and average amount in arrears as at the end of 2016; (ii) In 2017-18, what is the estimated expenditure involved in recovering student loans in arrears by the Agency?

Asked by: Hon CHAN Tanya (Member Question No. 567)

Reply:

- 1&2(i). Cases with two or more consecutive overdue quarterly instalments / six or more consecutive overdue monthly instalments are regarded as default cases. The total expenditure involved in recovering student loans, the number of default cases and average amount in default in the 2012/13 to 2016/17 academic years (as at 31 January 2017) are as follows –

	Academic Year				
	2012/13	2013/14	2014/15	2015/16	2016/17*
Total expenditure involved in recovering student loan§ (\$ million)	22.0	24.3	27.6	28.8	32.6 [@]
No. of default cases#					
(i) in which the Student Finance Office (SFO) of the Agency had initiated recovery action against the defaulters and the indemnifiers concerned	7 017	4 089	2 491	2 713	2 753
(ii) in which legal recovery action had been initiated [^]	8 644	9 847	9 889	9 482	9 171
Total	15 661	13 936	12 380	12 195	11 924
Amount in default~ (\$ million)	253.29	224.08	202.85	191.53	185.93
Average amount in default (\$)	16,173	16,079	16,385	15,706	15,593

* As at 31 January 2017

§ Mainly for salaries provision for staff (including civil servants and non-civil service contract (NCSC) staff of the SFO and the Department of Justice (DoJ)) involved in the work

@ Estimated expenditure for the whole 2016/17 academic year

The number of default cases in the 2012/13 to 2016/17 academic years is the number as at the end of the academic years concerned (i.e. 31 July 2013, 31 July 2014, 31 July 2015 and 31 July 2016) and 31 January 2017 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 DoJ and filed directly to the Small Claims Tribunal (SCT), loan borrowers had been declared bankrupt / applied for Individual Voluntary Arrangement (IVA) or deferment / write-off applications were under processing.

~ The amount in default is the total amount of arrears in the defaulted student loan accounts carried forward from previous academic years and arisen as at the end of the respective academic years.

We do not maintain information on the average debt age of default cases. Information on the number of default cases by debt age⁺ in the 2012/13 to 2016/17 academic years (as at 31 January 2017) is set out as follows –

	Academic Year				
	2012/13	2013/14	2014/15	2015/16	2016/17*
No. of default cases by debt age ⁺					
(i) Within 1 year	4 992	3 989	2 491	2 713	2 753
(ii) 1 year or above	2 025	100	0	0	0
Total	7 017	4 089	2 491	2 713	2 753

* As at 31 January 2017

⁺ The figures exclude default cases in which legal recovery action had been initiated, including those referred to the DoJ and filed directly to the SCT, loan borrowers had been declared bankrupt / applied for IVA or deferment applications / write-off applications were under processing by the SFO.

- 2(ii). In the 2017/18 academic year, the estimated expenditure involved in recovering defaulted student loans is \$35 million. It is mainly for salaries provision for staff (including civil servants and NCSC staff of both the SFO and the DoJ) involved in the work.

- End -

CONTROLLING OFFICER'S REPLY**EDB659****(Question Serial No. 6016)**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: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 1137)Reply:

The expenditure involved in processing applications under the TSFS in the 2012/13 to 2016/17 (as at 31 January 2017) academic years is as follows –

Academic Year	Expenditure Involved (\$ million)
2012/13	33.3
2013/14	33.5
2014/15	38.8
2015/16	43.8
2016/17*	38.6

* As at 31 January 2017

- End -

CONTROLLING OFFICER'S REPLY**EDB660****(Question Serial No. 6019)**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: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 1143)Reply:

The expenditure involved in processing applications under the FASP in the 2012/13 to 2016/17 (as at 31 January 2017) academic years is as follows –

Academic Year	Expenditure Involved (\$ million)
2012/13	27.4
2013/14	34.6
2014/15	36.2
2015/16	42.3
2016/17*	40.4

* As at 31 January 2017

- End -

CONTROLLING OFFICER'S REPLY**EDB661****(Question Serial No. 6023)**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: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 1146)Reply:

The expenditure involved in processing applications under the NLS in the 2012/13 to 2016/17 (as at 31 January 2017) academic years is as follows –

Academic Year	Expenditure Involved (\$ million)
2012/13	28.5
2013/14	31.7
2014/15	33.0
2015/16	34.9
2016/17*	30.4

* As at 31 January 2017

- End -

CONTROLLING OFFICER'S REPLY

EDB662

(Question Serial No. 6024)

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: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 1148)

Reply:

As at 31 January 2017, the amount of outstanding loan principal under repayment under the TSFS is \$846.21 million, involving 21 530 loan accounts.

- End -

CONTROLLING OFFICER'S REPLY

EDB663

(Question Serial No. 6028)

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: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 1150)

Reply:

As at 31 January 2017, the amount of outstanding loan principal under repayment under the FASP is \$810.50 million, involving 23 776 loan accounts.

- End -

CONTROLLING OFFICER'S REPLY

EDB664

(Question Serial No. 6034)

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: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 1156)

Reply:

As at 31 January 2017, 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 \$5,801.48 million, involving 124 190 loan accounts.

- End -

CONTROLLING OFFICER'S REPLY

EDB665

(Question Serial No. 6575)

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 set out 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 set out 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 set out the numbers 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 since 2014, and the amount of funding involved.

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 2362)

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 2012/13 to 2016/17 academic years, the numbers and percentages of successful applicants from families in receipt of the CSSA under the TSFS and FASP, and the numbers of these applicants disbursed with grant and loan are as follows –

	Academic Year				
	2012/13	2013/14	2014/15	2015/16	2016/17*
TSFS					
(a) Number of successful applicants	30 184	28 701	26 802	25 172	21 494
(b) Number of successful applicants from families in receipt of CSSA (%)	6 029 (20.0%)	5 167 (18.0%)	5 163 (19.3%)	4 772 (19.0%)	4 404 (20.5%)
(c) Number of applicants in (b) disbursed with grant	6 029	5 167	5 163	4 772	4 404
(d) Number of applicants in (b) disbursed with loan	2 130	1 737	1 562	1 368	1 064
FASP					
(a) Number of successful applicants	28 383	26 657	23 002	22 106	17 790
(b) Number of successful applicants from families in receipt of CSSA (%)	6 958 (24.5%)	6 079 (22.8%)	5 000 (21.7%)	4 643 (21.0%)	4 284 (24.1%)
(c) Number of applicants in (b) disbursed with grant	6 958	6 079	5 000	4 643	4 284
(d) Number of applicants in (b) disbursed with loan	2 462	1 923	1 576	1 300	947

* As at 31 January 2017

3. In the 2014/15 to 2016/17 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	2016/17 [@]
TSFS			
Number of CSSA applicants disbursed with hostel subsidy	1 001	1 015	793
Amount of hostel subsidy disbursed to CSSA applicants (\$ million)	7.10	7.54	3.43
FASP			
Number of CSSA applicants disbursed with hostel subsidy	25	77	58
Amount of hostel subsidy disbursed to CSSA applicants (\$ million)	0.17	0.49	0.25

[@] The figures show the number of CSSA applicants disbursed with the hostel subsidy for the first term of 2016/17. The subsidy for the second term will be disbursed around July 2017.

- End -

CONTROLLING OFFICER'S REPLY**EDB666****(Question Serial No. 7065)**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 the respective numbers of families in receipt of full grant, half grant and 3/4 grant under various student financial assistance schemes.

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 5082)Reply:

The information on the respective numbers of families in receipt of full grant, 3/4 grant (if applicable) and half grant under various student financial assistance schemes by education level in the 2016/17 school year (as at 31 January 2017) is as follows –

Financial assistance schemes by education level	Number of families* in receipt of financial assistance ⁺		
	full grant (100%)	3/4 grant (75%)	half grant (50%)
Pre-primary level	21 310	3 037	12 485
Primary and secondary level	100 132	Not applicable	60 474
Post-secondary level [^]	24 342	2 350	3 815

* For families with more than one child applying for financial assistance under various schemes at different education levels, they are counted in the respective schemes simultaneously.

⁺ There are five levels of assistance under the financial assistance schemes at post-secondary level. Apart from the above, 2 651 and 1 845 families are eligible for assistance at 25% and 15% respectively after the income test.

[^] The figures show the number of families with post-secondary students eligible for assistance at different assistance levels after the income test. The financial assistance receivable may be subject to discounting, if any, in accordance with the result of the asset test.

- End -

CONTROLLING OFFICER'S REPLY**EDB667****(Question Serial No. 7134)**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 numbers of successful applicants under various student financial assistance schemes (i.e. fee remission, school textbook assistance, travel subsidy and subsidy for internet access charges schemes) by grant level (i.e. full grant, half grant and 3/4 grant) from 2006-07 to 2016-17.

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 5077)Reply:

In the school years from 2012/13 to 2016/17 (as at 31 January 2017)*, the numbers of students in receipt of student financial assistance under the Kindergarten and Child Care Centre Fee Remission Scheme, School Textbook Assistance Scheme, Student Travel Subsidy Scheme and Subsidy Scheme for Internet Access Charges by level of assistance (100%, 75%, if applicable, and 50%) are set out below –

Level of assistance	School year				
	2012/13	2013/14	2014/15	2015/16	2016/17 (as at 31 January 2017)
Kindergarten and Child Care Centre Fee Remission Scheme					
100%	25 583	24 781	23 088	23 819	22 963
75%	2 834	2 987	2 841	3 176	3 405
50%	10 318	11 464	11 844	13 282	13 512
School Textbook Assistance Scheme					
100%	146 513	138 052	134 060	129 962	124 381
50%	105 703	98 918	91 943	85 142	79 124
Student Travel Subsidy Scheme					
100%	128 540	122 222	116 821	115 013	106 896
50%	91 370	85 727	78 461	72 553	63 527
Subsidy Scheme for Internet Access Charges (Family-based)					
100%	100 322	96 153	93 180	90 770	80 846
50%	69 534	66 167	61 332	56 877	49 118

* Information for the past five years is provided.

- End -

CONTROLLING OFFICER'S REPLY**EDB668****(Question Serial No. 7135)**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 the amounts of financial assistance granted under various student financial assistance schemes (i.e. fee remission, school textbook assistance, travel subsidy and subsidy for internet access charges schemes) by grant level (i.e. full grant, half grant and 3/4 grant) from 2006-07 to 2016-17.

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 5078)Reply:

In the school years from 2012/13 to 2016/17 (as at 31 January 2017), the amounts of assistance granted under the Kindergarten and Child Care Centre Fee Remission Scheme, School Textbook Assistance Scheme, Student Travel Subsidy Scheme and Subsidy Scheme for Internet Access Charges by level of assistance (100%, 75%, if applicable, and 50%) are set out below –

Kindergarten and Child Care Centre Fee Remission Scheme

The annual fee remission ceilings# for kindergarten students attending half-day (HD) and whole-day (WD) classes are set out below –

Level of assistance	School year									
	2012/13		2013/14		2014/15		2015/16		2016/17	
	HD	WD	HD	WD	HD	WD	HD	WD	HD	WD
100%	\$3,500	\$16,000	\$3,790	\$16,990	\$6,490	\$20,490	\$6,790	\$22,190	\$8,170	\$25,370
75%	\$2,625	\$12,000	\$2,843	\$12,743	\$4,868	\$15,368	\$5,093	\$16,643	\$6,128	\$19,028
50%	\$1,750	\$8,000	\$1,895	\$8,495	\$3,245	\$10,245	\$3,395	\$11,095	\$4,085	\$12,685

Actual fee remission will be 100%, 75% or 50% of the difference between – (a) the actual fee charged by the kindergartens or the fee remission ceiling, whichever is the less; and (b) the voucher value dedicated towards fee subsidy under the Pre-primary Education Voucher Scheme.

For children receiving whole-day child care service, the monthly fee remission ceilings[&] per child by age group are set out below –

Age group	School year				
	2012/13	2013/14	2014/15	2015/16	2016/17
Aged 0-2	\$5,213	\$5,810	\$6,111	\$6,541	\$6,985
Aged 2-3	\$3,617	\$4,031	\$4,633	\$4,996	\$5,426

[&] Actual monthly fee remission will be 100%, 75% and 50% of the actual fee charged by the child care centres or the fee remission ceiling, whichever is the less.

School Textbook Assistance Scheme

Class level/level of assistance	School year									
	2012/13		2013/14		2014/15		2015/16		2016/17	
	100%	50%	100%	50%	100%	50%	100%	50%	100%	50%
Primary 1 to 6	\$3,274	\$1,637	\$3,494	\$1,747	\$4,528	\$2,264	\$4,798	\$2,399	\$4,790	\$2,395
Secondary 1 to 3	\$3,444	\$1,722	\$3,872	\$1,936	\$4,822	\$2,411	\$4,922	\$2,461	\$5,174	\$2,587
Secondary 4 / Senior Secondary 1	\$3,740	\$1,870	\$4,194	\$2,097	\$5,046	\$2,523	\$5,200	\$2,600	\$5,636	\$2,818
Secondary 5 / Senior Secondary 2	\$3,396	\$1,698	\$3,642	\$1,821	\$4,632	\$2,316	\$4,730	\$2,365	\$5,036	\$2,518
Secondary 6 / Senior Secondary 3	\$1,980	\$990	\$2,050	\$1,025	\$3,138	\$1,569	\$3,098	\$1,549	\$3,274	\$1,637

Student Travel Subsidy Scheme

The Scheme provides travel subsidy to needy students to meet the expenses for home-school travels. The amount of travel subsidy is calculated on the basis of the average fare on public transport between the student's residence and the location of his/her school during the school term. The subsidy disbursed varies among students subject to the average fare calculated.

Subsidy Scheme for Internet Access Charges (Family-based)

Level of assistance	School year				
	2012/13	2013/14	2014/15	2015/16	2016/17
100%	\$1,300	\$1,300	\$1,300	\$1,300	\$1,400
50%	\$650	\$650	\$650	\$650	\$700

- End -

CONTROLLING OFFICER'S REPLY**EDB669****(Question Serial No. 3615)**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 5 years (2012/13 to 2016/17) –

	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. 77)

Reply:

1. The requested information for the above student financial assistance schemes for the past five years (i.e. 2012/13 to 2016/17 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 provide an additional grant for needy families with kindergarten children to defray school-related expenses incurred from the students' kindergarten education starting from the 2017/18 school year. The estimated expenditure for the additional grant in the 2017/18 school year is \$158.2 million.

Appendix

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 ⁺	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. It was regularised with effect from the 2014/15 school year and incorporated into the School Textbook Assistance Scheme.

[#] This Community Care Fund Programme was implemented in the 2013/14 and 2014/15 school years. It was regularised with effect from the 2015/16 school year and incorporated into the Student Travel Subsidy Scheme.

[@] 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 ⁺	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. It was regularised with effect from the 2014/15 school year and incorporated into the School Textbook Assistance Scheme.

[#] This Community Care Fund Programme was implemented in the 2013/14 and 2014/15 school years. It was regularised with effect from the 2015/16 school year and incorporated into the Student Travel Subsidy Scheme.

[@] 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 ⁺	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	765	765	5,207	3,465	4.0
Tuition Fee Reimbursement under the Yi Jin Diploma	7 405	7 405	12,139	9,760	89.9
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. It was regularised with effect from the 2014/15 school year and incorporated into the School Textbook Assistance Scheme.

[#] This Community Care Fund Programme was implemented in the 2013/14 and 2014/15 school years. It was regularised with effect from the 2015/16 school year and incorporated into the Student Travel Subsidy Scheme.

[@] 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	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	48 619	40 277	(i) CCC: 30,519 (ii) KG: 12,497	(i) CCC: 29,616 (ii)KG: 12,065	542.5
Pre-primary Education Voucher Scheme ⁺	65 496 ⁺	62 795 Certificates of Eligibility issued ^{&}			
Examination Fee Remission Scheme	18 605	18 473	2,076	2,314	38.4
Subsidy Scheme for Internet Access Charges ⁺	152 286 ⁺	147 647 ⁺	1,050	1,300	155.0
School Textbook Assistance Scheme	223 238	215 104	3,778	4,798	812.7
Student Travel Subsidy for Primary and Secondary Students	164 870	147 497	2,244	1,738	331.0
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 [^]	751	751	5,251	3,360	3.9
Tuition Fee Reimbursement under the Diploma Yi Jin ^{^%}	6 659	6 659	11,173	8,688	74.4
Student Travel Subsidy for Tertiary or Post-secondary Students	43 714	40 069	3,607	3,127	144.5
Continuing Education Fund [@]	20 539	19 775	7,577	10,000	157.5

⁺ 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. It was regularised with effect from the 2014/15 school year and incorporated into the School Textbook Assistance Scheme.

[#] This Community Care Fund Programme was implemented in the 2013/14 and 2014/15 school years. It was regularised with effect from the 2015/16 school year and incorporated into the Student Travel Subsidy Scheme.

[^] Figures as at 31 January 2017. A few number of 2015/16 reimbursement applications are still under processing.

[%] Yi Jin Diploma has been renamed as Diploma Yi Jin starting from 1 January 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.

2016/17 school year (up to 31 January 2017)	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	49 656	39 880	(iii) CCC: 18,317 (iv) KG: 7,599	(ii) CCC: 17,334 (ii)KG: 7,000	321.9
Pre-primary Education Voucher Scheme ⁺	54 000 ⁺	52 404 Certificates of Eligibility issued ^{&}			
Examination Fee Remission Scheme [¥]	15 667	15 604	2,133	2,384	33.3
Subsidy Scheme for Internet Access Charges ⁺	133 912 ⁺	129 964 ⁺	1,135	1,400	147.6
School Textbook Assistance Scheme	210 851	203 505	3,911	4,790	795.8
Student Travel Subsidy for Primary and Secondary Students	165 928	138 902	2,307	1,777	320.5
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 [^]					
Tuition Fee Reimbursement under the Diploma Yi Jin [^]					
Student Travel Subsidy for Tertiary or Post-secondary Students	35 719	31 521	2,107	1,520	66.4
Continuing Education Fund [@]	16 558	16 105	7,906	10,000	128.7

⁺ Application is family-based.

[&] The Agency is only responsible for assessing the eligibility of applicants under Pre-primary Education Voucher Scheme.

[¥] These are the figures based on the application details verified with the Hong Kong Examinations and Assessment Authority in early March 2017.

^{*} This Community Care Fund Programme was implemented in the 2013/14 school year. It was regularised with effect from the 2014/15 school year and incorporated into the School Textbook Assistance Scheme.

[#] This Community Care Fund Programme was implemented in the 2013/14 and 2014/15 school years. It was regularised with effect from the 2015/16 school year and incorporated into the Student Travel Subsidy Scheme.

[^] Reimbursement for 2016/17 applications will be processed in 2017-18 financial year.

[@] 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

EDB670

(Question Serial No. 4845)

Head: (173) Working Family and Student Financial Assistance Agency

(254) Loans to Students

Subhead (No. & title): (228) Student financial assistance

(102) Non-means-tested loan scheme

(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:

Please provide the following information for the 2012/13 to 2016/17 academic years by institution:

- (a) the median household incomes of students receiving financial assistance under the Tertiary Student Finance Scheme – Publicly-funded Programmes (TSFS) and the Financial Assistance Scheme for Post-secondary Students (FASP); and
- (b) the average loan amount and repayment period of successful applicants under the Non-means-tested Loan Scheme for Full-time Tertiary Students (NLFST), the Non-means-tested Loan Scheme for Post-secondary Students (NLSPS) and the Extended Non-means-tested Loan Scheme (ENLS).

Asked by: Hon IP Kin-yuen (Member Question No. 143)

Reply:

- (a) The Student Finance Office of the Working Family and Student Financial Assistance Agency adopts a standard income test mechanism to assess the eligibility and level of financial assistance of the TSFS and FASP applicants on the basis of their gross annual household incomes and family size. The level of assistance after the income test is subject to discounting having regard to the net asset value of the applicant's family. The income limits of various family sizes eligible for full level assistance and the minimum level of assistance (15%) from 2012/13 to 2016/17 are as follows -

Family size	2012/13		2013/14		2014/15		2015/16		2016/17	
	Annual upper income limit for full assistance \$	Annual upper income limit for 15% assistance \$	Annual upper income limit for full assistance \$	Annual upper income limit for 15% assistance \$	Annual upper income limit for full assistance \$	Annual upper income limit for 15% assistance \$	Annual upper income limit for full assistance \$	Annual upper income limit for 15% assistance \$	Annual upper income limit for full assistance \$	Annual upper income limit for 15% assistance \$
1	62,806	121,444	65,068	125,816	68,386	132,232	72,216	139,636	75,104	145,222
2	94,209	182,166	97,602	188,724	102,579	198,348	108,324	209,454	112,656	217,833
3	152,064	242,888	157,540	251,632	165,576	264,464	174,848	279,272	181,840	290,444
4	174,875	303,610	181,170	314,540	190,410	330,580	201,075	349,090	209,120	363,055
5	188,418	364,332	195,204	377,448	205,158	396,696	216,648	418,908	225,312	435,666
6	219,821	425,054	227,738	440,356	239,351	462,812	252,756	488,726	262,864	508,277

Since the 2011/12 academic year, the Government has relaxed the income ceiling for full level of assistance and the percentage of students receiving full level of assistance has increased up to around 60%. The annual median household incomes of students receiving assistance under TSFS and FASP for the respective family size therefore fall within the household income limit for the full level of assistance.

- (b) The standard repayment period for loans under the NLSFT, NLSPS and ENLS is 15 years upon completion or cessation of the study of loan borrowers. The information on the average loan disbursed to student loan borrowers in different institutions under the NLSFT, NLSPS and ENLS in the 2012/13 to 2016/17 academic years is as follows –

(A) NLSFT

Institution	Average Loan Disbursed (\$)				
	Academic Year				
	2012/13	2013/14	2014/15	2015/16	2016/17*
(a) City University of Hong Kong	38,631	39,379	39,404	39,733	40,338
(b) Hong Kong Baptist University	40,019	40,261	40,269	40,729	40,624
(c) Hong Kong Institute of Vocational Education, Hong Kong Design Institute, Chinese Culinary Institute and International Culinary Institute, and Maritime Services Training Institute of the Vocational Training Council	30,727	27,694	30,846	30,647	30,841
(d) Hong Kong University of Science and Technology	39,664	39,864	39,642	40,231	40,748
(e) Lingnan University	39,682	39,840	40,074	40,862	40,841
(f) The Chinese University of Hong Kong	39,810	40,299	40,026	40,264	40,666
(g) The Education University of Hong Kong (formerly known as The Hong Kong Institute of Education)	37,658	38,618	39,084	39,542	39,759
(h) The Hong Kong Academy for Performing Arts	38,957	38,447	40,062	40,134	39,474
(i) The Hong Kong Polytechnic University	38,016	38,450	38,916	39,309	39,830
(j) The Prince Philip Dental Hospital	31,575	31,575	31,575	28,899	26,495
(k) The University of Hong Kong	40,398	40,395	40,373	40,473	40,634

* As at 31 January 2017

(B) NLSPS

Institution	Average Loan Disbursed (\$)				
	Academic Year				
	2012/13	2013/14	2014/15	2015/16	2016/17*
(a) City University of Hong Kong/ Community College of City University/ School of Continuing and Professional Education	51,955	54,390	56,399	55,283	36,438
(b) Hong Kong Baptist University/ School of Continuing Education/ College of International Education	50,001	52,894	58,646	60,355	61,007
(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	48,441	46,977	54,690	60,049	63,711
(d) Hong Kong University of Science and Technology	60,000	60,000	60,000	58,333	N/A
(e) Lingnan Institute of Further Education/ The Community College at Lingnan University	44,885	44,756	43,314	44,911	48,682
(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	48,789	50,260	56,790	56,084	55,588
(g) The Education University of Hong Kong (formerly known as The Hong Kong Institute of Education)	59,880	61,737	67,067	68,657	73,521
(h) The Hong Kong Polytechnic University/ Hong Kong Community College/ School of Professional Education and Executive Development	49,220	51,843	55,179	58,145	44,848
(i) The University of Hong Kong/ HKU School of Professional and Continuing Education/ HKU SPACE Community College/ HKU SPACE Po Leung Kuk Stanley Ho Community College	48,952	50,721	50,692	54,344	55,660
(j) Caritas Bianchi College of Careers/ Caritas Institute of Community Education/ Caritas Institute of Higher Education	48,937	50,245	55,404	64,471	66,675
(k) Centennial College	75,366	77,530	76,591	79,880	81,448
(l) Chu Hai College of Higher Education	49,144	51,607	53,922	56,080	58,181
(m) Gratia Christian College	N/A	N/A	N/A	60,000	30,000
(n) Hang Seng Management College	56,489	60,434	65,400	68,099	70,148
(o) Hong Kong Art School	47,070	50,947	64,408	62,212	47,594
(p) Hong Kong College of Technology/ HKCT Institute of Higher Education	41,338	43,187	47,747	48,533	48,696
(q) Hong Kong Institute of Technology	35,127	35,559	48,386	47,452	47,447
(r) Hong Kong Nang Yan College of Higher Education	N/A	38,000	37,714	37,556	62,420
(s) Hong Kong Shue Yan University	48,767	51,082	53,412	54,601	56,184
(t) Kaplan Business and Accountancy School	48,000	48,000	N/A	N/A	N/A

Institution	Average Loan Disbursed (\$)				
	Academic Year				
	2012/13	2013/14	2014/15	2015/16	2016/17*
(u) Sacred Heart Canossian College of Commerce	39,783	42,271	N/A	N/A	N/A
(v) Savannah College of Arts and Design, Inc.	157,435	167,600	161,561	163,552	166,526
(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	27,542	27,843	27,517	27,345	14,871
(x) School of Nursing, Hong Kong Baptist Hospital	N/A	N/A	44,552	51,517	53,333
(y) School of Nursing, Union Hospital	N/A	N/A	59,430	55,936	60,000
(z) St. Teresa's Hospital School of Nursing	N/A	54,286	57,530	63,269	32,117
(aa) The Open University of Hong Kong/ Li Ka Shing Institute of Professional and Continuing Education	49,407	50,999	54,002	56,447	34,598
(ab) Tung Wah College	76,983	82,013	79,428	77,236	39,688
(ac) Yew Chung Community College	49,967	47,990	62,381	60,048	61,114
(ad) YMCA College of Careers	40,500	42,423	46,000	44,633	45,567

* As at 31 January 2017

(C) ENLS[@]

Category of Eligible Courses	Average Loan Disbursed (\$)				
	Academic Year				
	2012/13	2013/14	2014/15	2015/16	2016/17*
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 ⁺⁺	46,338	48,906	52,725	58,194	52,032
Category 2 – Courses under Diploma Yi Jin	29,209	29,523	31,338	31,636	33,020
Category 3 – Courses covered by the Financial Assistance Scheme for Designated Evening Adult Education Courses	9,000	10,880	11,760	11,200	N/A
Category 4 – Training or development courses provided or funded by local statutory bodies	22,458	23,112	17,280	9,840	6,240
Category 5 – Registered courses and exempted courses under the Non-local Higher and Professional Education (Regulation) Ordinance (Chapter 493)	55,140	57,041	59,351	58,509	43,809

* As at 31 January 2017

[@] 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 average loan disbursed to students in respect of each category of eligible courses/course providers under the ENLS is provided.

++ 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 figures under Category 1 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.

- End -

CONTROLLING OFFICER'S REPLY

EDB671

(Question Serial No. 3408)

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:

Does your department provide sign language interpretation services? If yes, what are the manpower and expenditure involved? If no, what are the reasons?

Asked by: Hon LEUNG Yiu-chung (Member Question No. 212)

Reply:

When offering assistance to families and individuals in need, we are mindful of the need to ensure that no one will be deprived of their access to the assistance because of the limitations they are facing. To this end, we stand ready to provide sign language interpretation services to hearing impaired people if the need arises. For the financial years from 2014-15 to 2016-17 (as at 31 January 2017), we did not receive any request on providing sign language interpretation and therefore did not incur expenditure or engage manpower to provide sign language interpretation services.

- End -

CONTROLLING OFFICER'S REPLY**EDB672****(Question Serial No. 6876)**

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:

Regarding outsourcing of service in your department, please inform this Committee of the following in respect of the past 3 years:

1. the total number of outsourced service staff of your department and the percentage of outsourced service staff against the total number of staff with the same types of duties in your department;
2. the total expenditure on staff of your department; the total amount paid to outsourced service providers; and the percentage of amount paid to outsourced service providers against the total expenditure on staff of your department; and
3. the nature of your department's outsourced services and the duration of the relevant contracts.

In addition, according to the Government's guidelines for tendering of outsourced services revised last year, if the procured service relies heavily on the deployment of non-skilled workers, and a marking scheme for assessing the tenders is adopted, the procuring department, when assessing the tenders, should include in the assessment criteria the evaluation of tenderers' proposed wage rates and working hours for non-skilled workers. In this regard, please inform this Committee of the following:

4. the current number of outsourced service contracts involving a large number of non-skilled workers awarded by your department since implementation of the guidelines;
5. the departments which have adjusted their assessment criteria in respect of wage rates and working hours for the outsourced service contracts involving a large number of non-skilled workers in the light of the new guidelines since their implementation; how your department has made adjustment; and if no relevant information is available, the reasons for it;
6. whether there have been any rises in the average wage rates for workers in the contracts of outsourced services that rely heavily on deployment of non-skilled workers since the implementation of the guidelines; if yes, the number of contracts with rises in wage rates; if no relevant information is available, the reasons for it;
7. your department's measures to evaluate the effectiveness of the new tendering guidelines;
8. whether your department is required to adopt the existing mechanism of two-envelope assessment of the technical and price aspects when evaluating tenders for contracts of outsourced service; if no, the number of contracts awarded without adopting the existing mechanism of two-envelope assessment of the technical and price aspects in the past 3 years;

9. the annual numbers of cases of government service contractors breaching the service contracts, the Employment Ordinance or the Occupational Safety and Health Ordinance as revealed by the inspections conducted by your department, and the annual numbers of complaints lodged by the outsourced service staff;
10. the details of follow-up actions on the aforementioned non-compliance and complaint cases; and
11. the number and details of cases involving contractors being punished for non-compliance or sustained complaints.

Asked by: Hon LEUNG Yiu-chung (Member Question No. 132)

Reply:

- 1-3. Details of service outsourced through tendering in the Working Family and Student Financial Assistance Agency (WFSFAA) is as follows –
 - (i) The service outsourced by WFSFAA is on data preparation. The contract period is around 15 months. Since the number of staff to be employed by the contractor is not specified in our outsourced service contract, we do not have information on the total number of outsourced service staff employed under outsourced service contract and the percentage of outsourced service staff against the total number of WFSFAA staff with the same types of duties.
 - (ii) In the past three financial years, the average total staff costs was around \$392 million each year and the average amount of service payment made to outsourced service provider was around \$1.17 million which accounted for about 0.3% of the total staff costs.
- 4-11. Since the implementation of the updated Government guidelines for tendering of outsourced services in May 2016, the WFSFAA has not conducted any tendering exercises in relation to outsourced services that rely heavily on the deployment of non-skilled workers.

- End -

CONTROLLING OFFICER'S REPLY**EDB673****(Question Serial No. 4435)**

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:

Nowadays it is common to see university students graduating with huge debts due to their studies. Only a small number of students are eligible for grants and loans. What specific measures has the Government taken to provide tuition fee subsidy apart from grants and loans?

Asked by: Hon SHIU Ka-chun (Member Question No. 174)

Reply:

The Government's policy on student finance is to ensure that no student is denied access to education due to lack of means. The Government currently provides means-tested financial assistance under the Tertiary Student Finance Scheme - Publicly-funded Programmes (TSFS) and the Financial Assistance Scheme for Post-secondary Students (FASP) for eligible students pursuing full-time publicly-funded programmes and full-time locally-accredited self-financing programmes respectively. Needy students who pass the means test of the Student Finance Office of the Working Family and Student Financial Assistance Agency are eligible for tuition fee grant, academic expenses grant and low-interest living expenses loan. Apart from the grant and loan provided to needy post-secondary students under the two means-tested schemes, the Government also provides non-means-tested loans to students who do not wish or fail to go through the means test to cover their tuition fees under the Non-means-tested Loan Scheme for Full-time Tertiary Students (NLSFT) and Non-means-tested Loan Scheme for Post-secondary Students (NLSPS). Besides, the Government also introduced the Extended Non-means-tested Loan Scheme (ENLS) to provide loans for eligible students pursuing specific post-secondary / continuing and professional education courses to meet their tuition fees. In the 2015/16 academic year, the Government disbursed about \$4.1 billion under the five financial assistance schemes, benefitting over 73 000 students.

The Government reviews the student financial assistance schemes from time to time so as to ensure that students are provided with appropriate support. To alleviate the financial burden of student loan borrowers, the Government has lowered the interest rate of the living expenses loan under TSFS and FASP from 2.5% to 1% per annum since the 2012/13 academic year. The standard repayment period has also been extended from five years to 15 years. For the three non-means-tested loan schemes, the current interest rate is 1.282% per annum. Similar to the means-tested loan schemes, the standard repayment period has been extended from ten years to 15 years since the 2012/13 academic year.

- End -

CONTROLLING OFFICER'S REPLY**EDB674****(Question Serial No. 4440)**

Head: (173) Working Family and Student Financial Assistance Agency

(254) Loans to Students

Subhead (No. & title): (228) Student financial assistance

(102) 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:

The Government encourages adults to pursue continuous studies, but adults are usually ineligible for grants and loans and hence under heavy financial burdens. What are the specific measures put in place by the Government to provide fee subsidy for them?

Asked by: Hon SHIU Ka-chun (Member Question No. 179)

Reply:

To provide more opportunities for continuing education of secondary school leavers and adult learners with a view to upgrading their knowledge and skills, the Government initially introduced in 2000/01 school year the Project Springboard, which has been developed and become the existing Diploma Yi Jin (DYJ). Eligible DYJ students, including adult learners, are provided with financial assistance in the form of tuition fee reimbursement at 30% for each essential subject which they have satisfactorily completed with an overall pass and a 80% or above attendance rate for the subject. Those who meet the criteria and pass the means test of the Student Finance Office of the Working Family and Student Financial Assistance Agency will be reimbursed 50% or 100% of the tuition fees they paid for each essential subject according to the level of assistance assessed. The Government also introduced in 2005/06 the Financial Assistance Scheme for Designated Evening Adult Education Courses (FAEAEC). Eligible students pursuing designated evening secondary education courses will be reimbursed 30% of the tuition fees under the FAEAEC if they meet the required attendance rate of 80% or above. Similar to the eligible DYJ students, they will be reimbursed 50% or 100% of the tuition fees if they pass the means test.

Apart from the above, the Government introduced the Extended Non-means-tested Loan Scheme (ENLS) in the 1998/99 academic year to provide adults with loans to pursue continuing and professional education so as to upgrade themselves and increase their competitiveness in the job market. Under the ENLS, loans can be provided for eligible students pursuing specific post-secondary / continuing and professional education courses to meet their tuition fees. The current interest rate is 1.282% per annum and the standard repayment period is 15 years.

Eligible Hong Kong residents aged 18 to 65 may also apply for subsidies for pursuing qualified continuing education courses under the Continuing Education Fund (CEF), which is under the purview of the Labour

and Welfare Bureau. Every eligible applicant who has opened a CEF account and completed CEF courses may apply for reimbursement of 80% of the course fees, subject to a ceiling of \$10,000.

- End -

CONTROLLING OFFICER'S REPLY**EDB675****(Question Serial No. 5347)**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:

What are the total expenditure on providing travel subsidy to students, the number of students who received the subsidy, the average amount of subsidy per student and the number of rejected cases in which the applicants met the requirement on travel distance but failed the means test in the past 3 years? What are the estimated expenditure, projected number of beneficiaries and amount of subsidy per student in the 2017-18 Estimates?

Asked by: Hon YIU Chung-yim (Member Question No. 52)Reply:

In the school years from 2014/15 to 2016/17 (as at 31 January 2017), the number of beneficiaries, the total and average amount of subsidy disbursed under the Student Travel Subsidy Scheme (STSS) are set out below –

	School year		
	2014/15	2015/16	2016/17 (as at 31 January 2017)
Number of beneficiaries	195 282	187 566	170 423
Total amount of subsidy disbursed (\$ million)	476.3	475.5	386.9
Average amount of subsidy disbursed (\$)	2,439	2,535	2,270

In the 2017/18 school year, the estimated number of beneficiaries, the total and average amount of subsidy to be disbursed under the STSS are set out below –

Estimated total amount of subsidy to be disbursed (\$ million)	Estimated number of beneficiaries	Estimated average amount of subsidy to be disbursed (\$)
458.1	177 357	2,583

We do not have information on the number of unsuccessful applicants who have met the distance requirement for home-school travels but failed the means test.

- End -

CONTROLLING OFFICER'S REPLY**EDB676****(Question Serial No. 3873)**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. Regarding internationalisation and non-local students:

- (1) What are the respective proportions of mainland and overseas students pursuing degree programmes (including publicly-funded and non-publicly-funded taught programmes) in Hong Kong?
- (2) Further to the above, what are the respective numbers and proportions of mainland and overseas students pursuing publicly-funded taught programmes?
- (3) Further to the above, what are the respective numbers and proportions of mainland and overseas students subsidised by the Government to pursue publicly-funded taught programmes? What are the respective amounts of subsidies?
- (4) Further to the above, how many of the mainland and overseas students subsidised by the Government have further studied or worked in Hong Kong after completing the programmes and what are their respective proportions?

B. It is mentioned that out of the time-limited funding of \$140 million, \$17.5 million has been earmarked for competitive allocation among universities under the new consolidated funding scheme of teaching and learning. What are the details?

Asked by: Hon CHAN Tanya (Member Question No. 216)Reply:

(A)(1)-(3)

The numbers and percentages of non-local students admitted to University Grants Committee (UGC)-funded and non-UGC-funded taught programmes in 2015/16 are given below.

(Headcount)

Type of taught programmes	Students from the Mainland of China	Other Non-local Students	Total
UGC-funded	6 779 (69.2%)	3 020 (30.8%)	9 799 (100%)
Non-UGC-funded*	14 392 (90.7%)	1 476 (9.3%)	15 868 (100%)

Type of taught programmes	Students from the Mainland of China	Other Non-local Students	Total
Total	21 171 (82.5%)	4 496 (17.5%)	25 667 (100%)

Note: * Includes students enrolled in full-time locally-accredited sub-degree and undergraduate programmes as well as full-time and part-time locally-accredited taught postgraduate programmes.

Funding provided by the UGC to universities is made in the form of a block grant on the basis of approved student places allocated to the universities. It is not possible to attribute specific amount of funding to non-local students.

It is noteworthy that starting from 2016/17 academic year, all new non-local students in sub-degree (SD), undergraduate (Ug) and taught postgraduate (TPg) programmes should be admitted through over-enrollment outside the approved UGC-funded student number targets, capped at a level equivalent to the 20% of the approved UGC-funded student number targets for these programmes, by study level. Over-enrollment is allowed on the condition that no extra resources will be provided by the UGC. All non-local students of SD, Ug and TPg programmes are required to pay tuition fee at a level that is at least sufficient to recover all additional direct costs. In other words, no additional resources are involved in over-enrollment of any students.

A(4)

Currently, non-local graduates who have obtained an undergraduate or higher qualification in a full-time and locally-accredited local programme in Hong Kong may apply to stay/return and work in Hong Kong under the “Immigration Arrangements for Non-local Graduates” (IANG). The number and percentage of applications approved by the Immigration Department under the IANG in the past 3 years is as follow:

	Number of applications approved		
	2014-15	2015-16	2016-17 (as at February 2017)
Mainland students	9 709 (93.5%)	9 578 (92.8%)	8 448 (92.6%)
Other non-local students	672 (6.5%)	746 (7.2%)	678 (7.4%)
Total	10 381 (100%)	10 324 (100%)	9 126 (100%)

(B)

Out of the time-limited funding under the Funding Scheme for Teaching and Learning Related Proposals in the 2016-19 Triennium (\$140 million), \$17.5 million has been earmarked for competitive allocation to incentivise universities to further develop in different strategic areas, including enhancing their efforts in internationalisation and engagement with the Mainland thus benefitting the learning experience of students. Assessment of the proposals is underway.

- End -

CONTROLLING OFFICER'S REPLY

EDB677

(Question Serial No. 4217)

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 2016-17, how did the University Grants Committee (UGC) follow up the results of the Research Assessment Exercise 2014? What was the expenditure involved?
- (b) In 2017-18, what are the details of the plan for the UGC to follow up the aforesaid matter? What is the estimated expenditure involved?

Asked by: Hon CHAN Tanya (Member Question No. 154)

Reply:

- (a) To stay competitive in the globalised higher education sector, the University Grants Committee (UGC) continuously seeks to motivate and reward excellent research of the universities. 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 universities 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 universities' future developments in respect of pursuing research excellence and reveal the areas of strength in their research. For the 2016/17 to 2018/19 triennium, the results of the exercise have been used to 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 was undertaken by the existing staff of the UGC Secretariat and the expenditure was subsumed in the overall expenditure of the UGC.
- (b) The UGC, with the support of universities, is considering conducting another RAE with the inclusion of research impact as one of the elements of assessment. Subject to the UGC's deliberations, it is planned to consult relevant stakeholders on the framework and parameters in mid-2017. In 2017-18, planning and preparatory work for the next RAE will proceed and the estimated expenditure is around \$4 million, including provisions for a time-limited team of non-civil service executive and supporting staff for undertaking the work, meeting expenses and consultancy services.

- End -

CONTROLLING OFFICER'S REPLY

EDB678

(Question Serial No. 4218)

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 2016-17, what were the details of the quality audits on sub-degree operations of the UGC-funded universities conducted via the Quality Assurance Council (QAC)? What was the expenditure involved?
- (b) In 2017-18, what are the details of the quality audits on sub-degree operations of the UGC-funded universities conducted via QAC? What is the estimated expenditure involved?

Asked by: Hon CHAN Tanya (Member Question No. 155)

Reply:

(a) and (b)

In 2016, the University Grants Committee (UGC) has assumed the role of the overseeing body of the external quality audits on the sub-degree operations of the UGC-funded universities, with the involvement of the Quality Assurance Council as the audit operator. The sub-degree audit cycle has commenced in end 2016 with the promulgation of the Audit Manual. The first audit visit is planned to be conducted in end 2017.

The revised estimated expenditure for preparing the Audit Manual for the sub-degree audit cycle in the 2016-17 financial year is around \$0.41 million. The estimated expenditures of audit activities on the sub-degree operations in the 2017-18 financial year are around \$1.66 million. The expenditures cover mainly (i) expenses for the audit meetings; and (ii) honoraria for auditors.

- End -

CONTROLLING OFFICER'S REPLY

EDB679

(Question Serial No. 4219)

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 2016-17, what initiatives has the University Grants Committee (UGC) taken to enhance the teaching quality of the UGC-funded universities? What are the details and the expenditure involved?
- (b) Regarding the above initiatives, what are the details of the work plans and the estimates of expenditure in 2017-18?

Asked by: Hon CHAN Tanya (Member Question No. 156)

Reply:

(a) and (b)

The University Grants Committee (UGC) attaches great importance to quality teaching and learning. In the 2016-19 triennium, over 75 percent of the Block Grant is purported for teaching.

In the 2016-19 triennium, UGC implements the following teaching and learning initiatives –

- (i) a total of \$512.8 million (around \$170.9 million per annum) as Teaching Development and Language Enhancement Grant is allocated to UGC-funded universities to enhance teaching quality and language proficiency of students;
- (ii) up to \$1.5 million (i.e. three awards each of \$0.5 million) for the annual UGC Teaching Award to honour those who excel in teaching in the UGC sector; and
- (iii) a time-limited funding of \$140 million earmarked for competitive allocation in teaching and learning projects to incentivise universities in exploring and developing further in the sector-wide strategic areas of teaching and learning, language enhancement and internationalisation.

- End -

CONTROLLING OFFICER'S REPLY

EDB680

(Question Serial No. 4220)

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) will “take measures to encourage the UGC-funded universities to strengthen their pursuits of the initiatives of internationalisation and engagement with the Mainland”. What is the work and expenditure for this purpose in 2016-17? In 2017-18, what are the details of the relevant work plans and the estimates of expenditure?

Asked by: Hon CHAN Tanya (Member Question No. 157)

Reply:

The UGC recognises that internationalisation may come in many forms, including international strategies, curriculum development, international networks, non-local student recruitment and integration, and international faculty, etc. Therefore the UGC has all along been encouraging, and will continue to encourage, universities to internationalise in ways that fit their own institutional context. Funding would continue to be provided to universities in the 2016-19 triennium to continue their efforts, including setting up of the Hong Kong Pavilion in international education conferences to enable the universities to explore new markets and attract more non-local students from different regions as well as to promote the UGC sector as a united front.

Out of the time-limited funding under the Funding Scheme for Teaching and Learning Related Proposals in the 2016-19 Triennium (\$140 million), \$17.5 million has been earmarked for competitive allocation to incentivise universities to further develop in different strategic areas, including enhancing their efforts in internationalisation and engagement with the Mainland thus benefitting the learning experience of students. Assessment of the proposals is underway.

The above work will be absorbed by the existing staff of the UGC Secretariat.

- End -

CONTROLLING OFFICER'S REPLY**EDB681****(Question Serial No. 4221)**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) has indicated that it will “implement the competitive allocation of research funding as agreed with the UGC-funded universities and the local self-financing degree-awarding institutions, conduct the Review of the Research Grants Council and plan for another Research Assessment Exercise in consultation with the UGC-funded universities”. What are the details of the plan, estimated expenditure and manpower arrangement for the above work?

Asked by: Hon CHAN Tanya (Member Question No. 158)Reply:

The University Grants Committee (UGC) attaches great importance to supporting the research work conducted by the higher education sector. To promote research excellence, since the 2012/13 academic year, the UGC has been gradually allocating the Research Portion of the Block Grant to its funded universities 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 universities as part of the Block Grant as infrastructure funding to enable universities 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. On top of the Research Portion, the UGC provides funding under the Block Grant to support the provision of research postgraduate (RPg) places. An increasing number of UGC-funded RPg places has been allocated on a competitive basis starting from the 2012/13 academic year, and 50% of such places have been competitively allocated by 2016/17. The work related to the competitive allocation of part of Research Portion and RPg places is undertaken by the existing staff of the UGC Secretariat and the expenditure is subsumed in the overall expenditure of the UGC.

The RGC administers various competitive research funding schemes for the UGC-funded universities and the local self-financing degree-awarding institutions mainly in four categories, namely individual research schemes, collaborative research schemes, joint research schemes with the Mainland and overseas regions, and fellowship schemes. The RGC operates through Committees / Panels comprising local and / or non-local experts. Peer review mechanism is adopted and assessment is mainly based on the academic quality / merit of the proposals. The administrative work related to the competitive allocation of research funding under various competitive research funding schemes is undertaken by the existing staff of the UGC Secretariat and the expenditure is subsumed in the overall expenditure of the UGC.

To facilitate the RGC in formulating a strategic plan for enhancing its strengths and contribution to the local research community, a review has commenced and will be conducted in two phases. Phase I of the review covers macro issues such as the portfolio balance of the RGC funding schemes, the RGC and assessment panels / committees' structure and good practice in overseas funding agencies and is now in full swing. A

Task Force has been set up under the Research Group of the UGC to oversee the implementation work. An external consultant was commissioned to assist the Task Force in the review. The findings and recommendations of the Phase I Review are expected to be available in mid-2017. The Phase II Review will be conducted after the Phase I Review and micro issues such as the quality of assessment and monitoring processes, means of communication among members of the panels/committees, timeline of funding schemes and arrangement guarding against conflict of interests in the assessment process will be examined. The cost of the external consultant of the Phase I Review is about \$1.2 million.

The UGC, with the support of universities, is considering conducting another Research Assessment Exercise (RAE) with the inclusion of research impact as one of the elements of assessment. Subject to the UGC's deliberations, it is planned that relevant stakeholders will be consulted on the framework and parameters in mid-2017. In 2017-18, planning and preparatory work for the next RAE will proceed and the estimated expenditure is around \$4 million, including provisions for a time-limited team of non-civil service executive and supporting staff for undertaking the work, meeting expenses and consultancy services.

- End -

CONTROLLING OFFICER'S REPLY

EDB682

(Question Serial No. 4222)

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 indicates that it will “engage and stimulate universities to move forward and share good practices on knowledge transfer”. What are the details, estimated expenditure and manpower arrangement of the work in this regard?

Asked by: Hon CHAN Tanya (Member Question No. 159)

Reply:

In the 2016-19 triennium, a sum of \$62.5 million is available per year for allocation to the University Grants Committee (UGC)-funded universities to further strengthen and broaden their knowledge transfer (KT) endeavours. UGC recognises and encourages that UGC-funded universities have different strategies and activities in KT which is commensurate with their own role, mission and areas of strengths. Universities are required to submit annual reports on the use and outcomes of the KT funding to the UGC. The reports with information on successful case studies and good practices in KT are uploaded to the UGC website for public information.

Further to the announcement in the 2017 Policy Address, the UGC has recently requested all universities to refine their knowledge and technology transfer plans and to strengthen the role of their knowledge transfer offices in co-ordinating and commercialising research outputs. The UGC will keep in view the universities' response in this regard.

The above work is absorbed by the policy section of the UGC Secretariat. The section is headed by a Deputy Secretary-General, UGC who is assisted by three non-directorate staff.

- End -

CONTROLLING OFFICER'S REPLY

EDB683

(Question Serial No. 4223)

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) indicates that it will “work with the UGC-funded universities on the implementation of relevant recommendations to help ensure their continuing good financial governance and sound financial planning”. What are the details, estimated expenditure and manpower arrangement of the work plan in this regard?

Asked by: Hon CHAN Tanya (Member Question No. 160)

Reply:

Following the promulgation of a new set of cost allocation guidelines and an updated version of accounting and disclosure practices for the University Grants Committee (UGC)-funded universities in the last quarter in 2015, the UGC, with the assistance of an external consultant, has been and will continue to oversee the universities' progress in carrying out necessary enhancements to incorporate the new requirements in their accounting operations and systems through requesting progress reports; and providing professional advice on the implementation tasks as appropriate. Upon completion of the consultancy services by end of 2016-17, the UGC Secretariat will take up the related work and the expenditure will be subsumed in the overall expenditure of the UGC.

- End -

CONTROLLING OFFICER'S REPLY

EDB684

(Question Serial No. 4225)

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 indicates that it will “follow up the recommendations in the Governance Report, in particular the establishment of a written accountability framework and the launch of sector-wide briefing sessions in consultation with the universities, and closely monitor the progress of implementation of other recommendations which would be steered by the universities”. What are the details, estimated expenditure and manpower arrangement of the work plan?

Asked by: Hon CHAN Tanya (Member Question No. 161)

Reply:

With the “Governance in UGC-funded Higher Education Institutions in Hong Kong” report (the Governance Report) endorsed by the Government and released in March 2016, the UGC has been following up the recommendations of the Governance Report through a task force, in particular the establishment of a written accountability framework and the launch of sector-wide briefing sessions in consultation with the universities, and to closely monitor the progress of implementation of other recommendations which would be steered by the universities. The task force is now in the process of developing the written accountability framework. Meanwhile, two sector-wide briefing sessions were held in January 2017 to help council members of UGC-funded universities better understand the sector-wide matters of the higher education sector and the role of UGC for the proper discharge of their duties.

The above work is absorbed by the policy section of the UGC Secretariat. The section is headed by a Deputy Secretary-General, UGC who is assisted by –three non-directorate staff.

- End -

CONTROLLING OFFICER'S REPLY**EDB685****(Question Serial No. 4226)**

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: Hon CHAN Tanya (Member Question No. 162)

Reply:

The University Grants Committee (UGC) conducts academic planning and recurrent grants assessment with its funded universities 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 universities to review periodically their institutional strategy and academic priorities, as well as to advance universities' international competitiveness in line with the role of individual universities 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 within the broad parameters set by the Government.

The UGC evaluated the Academic Development Proposals (ADPs) submitted by universities 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

EDB686

(Question Serial No. 4227)

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 University Grants Committee conduct any sampling survey with employers of the first cohort of university graduates under the New Academic Structure (NAS) to assess its effectiveness and impacts on students? If yes, what are the plan, manpower arrangement and expenditure?

Asked by: Hon CHAN Tanya (Member Question No. 163)

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

EDB687

(Question Serial No. 4228)

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 the 2016-17 financial year, the University Grants Committee earmarked around \$970,000 for drafting the Audit Manual. What were the details of the work?

Asked by: Hon CHAN Tanya (Member Question No. 164)

Reply:

In 2016, the University Grants Committee (UGC) has assumed the role of the overseeing body of the external quality audits on the sub-degree operations of the UGC-funded universities, with the involvement of the Quality Assurance Council as the audit operator. A consulting firm was engaged in preparing the Audit Manual which is intended to guide the universities and Audit Panels, and covers all stages of the audit process from preparation for audit to follow-up of Audit Reports. The revised estimated expenditure for preparing the Audit Manual in the 2016-17 financial year is around \$0.41 million. The sub-degree audit cycle has commenced in end 2016 with the promulgation of the Audit Manual. The first audit visit is planned to be conducted in end 2017.

- End -

CONTROLLING OFFICER'S REPLY**EDB688****(Question Serial No. 4229)**

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, what were the work conducted and the expenditure incurred by the Quality Assurance Council on the quality assurance for the 8 funded institutions? In 2017-18, what are the work details and estimated expenditure in this regard?

Asked by: Hon CHAN Tanya (Member Question No. 165)

Reply:

The Quality Assurance Council (QAC), established under the aegis of the University Grants Committee (UGC), aims to assure that the quality of the educational experience in all programmes at the levels of sub-degree, first degree and above (however funded) offered in UGC-funded universities is sustained and improved, and is at an internationally competitive level.

QAC has conducted its second audit cycle in 2015 and 2016. Two universities were audited in the 2014-15 financial year; four in the 2015-16 financial year; and another two in the 2016-17 financial year. As at end February 2017, seven audit reports in the second audit cycle (*i.e.* The Hong Kong University of Science and Technology, The Chinese University of Hong Kong, Hong Kong Baptist University, The University of Hong Kong, Lingnan University, City University of Hong Kong and The Hong Kong Polytechnic University) have been published.

In 2016, UGC has assumed the role of the overseeing body of the external quality audits on the sub-degree operations of the UGC-funded universities, with the involvement of QAC as the audit operator. The sub-degree audit cycle has commenced in end 2016 with the promulgation of the Audit Manual. The first audit visit is planned to be conducted in end 2017.

The revised estimated expenditures of audit activities in the 2016-17 financial year are around \$2.04 million and the estimated expenditures in the 2017-18 financial year are around \$2.51 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. Besides, the revised estimated expenditure for preparing the Audit Manual for the sub-degree audit cycle in the 2016-17 financial year is around \$0.41 million.

- End -

CONTROLLING OFFICER'S REPLY

EDB689

(Question Serial No. 4230)

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 2016-17, what were the work conducted and the expenditure incurred by the University Grants Committee and the Education Bureau in overseeing the sub-degree operations of the funded institutions?
- (b) In 2017-18, what are the work plan and estimated expenditure for overseeing the sub-degree operations of the funded institutions?

Asked by: Hon CHAN Tanya (Member Question No. 166)

Reply:

(a) and (b)

In 2016, the University Grants Committee (UGC) has assumed the role of the overseeing body of the external quality audits on the sub-degree operations of the UGC-funded universities, with the involvement of the Quality Assurance Council as the audit operator. The sub-degree audit cycle has commenced in end 2016 with the promulgation of the Audit Manual. The first audit visit is planned to be conducted in end 2017.

The revised estimated expenditure for preparing the Audit Manual for the sub-degree audit cycle in the 2016-17 financial year is around \$0.41 million. The estimated expenditures of audit activities on the sub-degree operations in the 2017-18 financial year are around \$1.66 million. The expenditures cover mainly (i) expenses for the audit meetings; and (ii) honoraria for auditors.

- End -

CONTROLLING OFFICER'S REPLY

EDB690

(Question Serial No. 4231)

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 2016-17, 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 2017-18, 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: Hon CHAN Tanya (Member Question No. 167)

Reply:

The recurrent grant to the University Grants Committee (UGC)-funded universities 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 universities. 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 universities 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 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 was completed in late September 2016 and the final report has been submitted to the Education Bureau. The Bureau is now carefully studying the findings of the report and will decide the way forward for the 2019/20 academic year and beyond in due course.

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 was 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

EDB691

(Question Serial No. 4232)

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 the past 2 years? What are the respective total amounts of scholarship awarded? What are the respective anticipated numbers of recipients under these two schemes in 2017-18?

Asked by: Hon CHAN Tanya (Member Question No. 169)

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 and 2016/17 academic years, there were 216 and 231 awardees respectively under the HKPFS. For the 2017/18 academic year, 231 research postgraduate places funded by the University Grants Committee (UGC) 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. Applicants for the AoE Scheme are academics working in the UGC-funded universities. Applications under the AoE Scheme were called for every two to four years. Starting from the 2016/17 (Seventh Round) exercise, we target to call for applications biennially. So far, seven rounds of exercises have been implemented and a total of 21 projects (including eight completed projects) have been funded.

- End -

CONTROLLING OFFICER'S REPLY**EDB692****(Question Serial No. 4233)**

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 the past 3 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) completion date of the research/expected completion date of the research.

Asked by: Hon CHAN Tanya (Member Question No. 170)

Reply:

- (1) & (2) There were 1 302, 1 252 and 1 277 approved research projects* under various funding schemes administered by the Research Grants Council (RGC) in the 2014/15, 2015/16 and 2016/17 academic years. Details of these projects including the titles, participating institutions, subject discipline and amount awarded are available at the University Grants Committee's (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 28 February 2017.

- (3) & (5) The RGC runs one Joint Research Scheme with a Mainland organisation, namely the National Natural Science Foundation of China. This scheme provides funding support for collaboration projects between local and Mainland academics. Projects funded under the scheme in the 2014/15, 2015/16 and 2016/17 academic years with anticipated project completion dates are listed at Annex A.
- (4) & (5) The RGC supports 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. Amongst the research funding schemes administered by the RGC, only the Theme-based Research Scheme (TRS) requires the applicants to focus their research on matters related to Hong Kong. Given the large number of projects funded each year and the

complex nature of the research projects, 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 universities on large-scale projects under themes of strategic importance to the long-term development of Hong Kong. The list of projects funded under the TRS in the 2014/15, 2015/16 and 2016/17 academic years with anticipated project completion dates is at **Annex B**.

**Projects funded under the Joint Research Scheme with
the National Natural Science Foundation of China (NSFC)
(2014/15 to 2016/17)**

2014/15

	<u>Title</u>	<u>Anticipated Completion Date</u>
1.	Key Functional Photonic Elements for On-chip Mode-multiplexed Optical Interconnects	December 2018
2.	Key technologies for the next-generation real-time high-resolution minimally-invasive implantable Electrocorticography (ECoG) system	December 2018
3.	III-V-on-Silicon Coupled-Resonator-Optical-Waveguide Lasers for Direct-Modulated Multi-Wavelength Emission and Active Mode-Locking	December 2018
4.	Understanding the evolution and interspecies transmission of betacoronaviruses by structural and biophysical approaches	December 2018
5.	Schizophrenia-related de novo and compound heterozygous mutations	December 2018
6.	Nur77: new insights in signaling and mechanism of activation of epithelial-mesenchymal transition and tumor metastasis	December 2018
7.	Fatty acid binding protein-4 as a mediator of autoimmune diabetes: from molecular mechanism to clinical significance	December 2018
8.	Orexin-induced modulation of activity-dependent synaptic plasticity is critical for the maturation of vestibular circuitry and functions	December 2018
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	December 2018
10.	Metal/Oxide Nanostructures as Plasmonic Catalysts for the Synthesis of Organic Molecules	December 2018
11.	Photovoltaic, Spin Field Effect Transistor and Sensing Devices Based on Polar Oxide Heterostructural Two-dimensional Electron Gas	December 2018
12.	Development of Multifunctional Nanocomposite Particles for Imaging and Gene Therapy in Cancer Treatment	December 2018
13.	Development of Multi-modality AIE Nanoprobes for Targeted Detection of Drug Resistant Gene AXL in Lung Cancer and their Preclinical Application	December 2018
14.	Nanostructured n-type Photoanodes and p-type Photocathodes for High Performance Water Splitting Photoelectrochemical Whole Cells	December 2018
15.	Thermo-mechanical coupling and spatiotemporal effects in phase transitions of shape memory materials	December 2018

	<u>Title</u>	<u>Anticipated Completion Date</u>
16.	Rationalizing scaffold design with optimal cell niche for mesenchymal stem cell (MSC)-based therapy in disc degeneration	December 2018
17.	Organic memory array fabricated under ambient air environment: from polycrystalline thin film to single crystal devices	December 2018
18.	Approximation Analysis of Information Theoretic Learning and Ranking Type Learning Problems	December 2018
19.	Programmable and Integrated Fabrication of Nano-material Devices by Optically-Induced Force Field	December 2018
20.	Synthesis and Enantioselective Transformation of Carborane-fused Cyclobutenes and Alkenylcarboranes	December 2018
21.	On Mathematical Theory of the Compressible Fluid-dynamical Equations	December 2018
22.	Sparse Optimization: Algorithms and Theories	December 2018

2015/16*

	<u>Title</u>	<u>Anticipated Completion Date</u>
1.	A Micro Array Chip based Single Cell Manipulation System for Characterization of Electrical Stimulation Induced Stem Cell Differentiation	December 2019
2.	Non-convex Optimization for Robust Sparse Recovery: Fast Algorithms and Theoretical Analysis	December 2019
3.	Interactive Attribute Mining and Animated Speech Synthesis for Web-based Spoken Dialog Interactions	December 2019
4.	Single-crystalline silicon cantilever-resonator gas sensor array fabricated using silicon-migration technology for air quality monitoring	December 2019
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	December 2019
6.	Functional and in vivo study of the Neuroligin and Itch Interaction	December 2019
7.	Neurodevelopmental effect of gene-environment interaction among early-onset schizophrenia patients: a combined genetic and neuroimaging approach	December 2019
8.	A comprehensive functional ultrasound imaging framework: the assessment of vascular mechanics for the diagnosis of cardiovascular diseases	December 2019
9.	Advancing Transportation Systems Analysis by Integrating Safety Evaluation	December 2019
10.	Investigation of characteristics and mechanism of earthquakes associated with the Hutubi gas reservoir	December 2019

	<u>Title</u>	<u>Anticipated Completion Date</u>
11.	Stoichiometric dynamics of carbon and nitrogen in two major hypoxia zones of Chinese coastal water	December 2019
12.	Mechanistic study of the degradation of multiple indoor air pollutants through Vacuum UV photocatalysis	December 2019
13.	Fluorescent Organic Compound–Phosphorescent Inorganic Transition Metal Complex Conjugates as Bioprobes and Imaging Reagents	December 2019
14.	Synthesis and Optoelectronic Properties of the White Graphene	December 2019
15.	Visible-light optomechanical integrated circuits based on III-nitride semiconductors	December 2019
16.	Microengineering Organic Semiconductor Materials for Flexible OTFT Devices	December 2019
17.	Detect Electroluminescence of Single Conjugated Polymers	December 2019
18.	Photonic Integration in GaN Membranes on Silicon	December 2019
19.	Characterization and Control of a System with Multiple Offshore Power Inverters Connected in Parallel with Long Cables	December 2019
20.	Experimental Studies of Geometrical Properties, Vorticity Dynamics and Small-Scale Statistics of Vortex Structures in Rotating Thermal Convection	December 2019
21.	Design, synthesis and application of fused osmacycles/iridacycles containing main group heteroatoms	December 2019
22.	Highly parallel algorithms for fluid-structure interaction problems and applications	December 2019

* Excluded one withdrawn project.

2016/17

	<u>Title</u>	<u>Anticipated Completion Date</u>
1.	3D Design Algorithms and Dexterous Robotic Sewing for Customized Garment Fabrication	December 2020
2.	Quantum Simulation of Dynamical Many-body Physics by Solid-state NMR	December 2020
3.	Hybrid structures of low-dimensional functional oxide thin films and 2D semiconductors: design, fabrication, and interface control	December 2020
4.	Ultrafast spectro-temporal measurement based on photonic integration	December 2020
5.	Investigation of Technology and Mechanism of in/ex Vivo Stem-cell Differentiation by Femtosecond Laser	December 2020

	<u>Title</u>	<u>Anticipated Completion Date</u>
6.	Development of Beclin1-Specific Autophagy Modulators to Inhibit Lung Cancer Cell Proliferation	December 2020
7.	Epigenetic Mechanism of Mitoflashes Facilitating Early Phase of Reprogramming	December 2020
8.	Expression and Functional Characterization of LBX1 in Adolescent Idiopathic Scoliosis	December 2020
9.	Comprehending Mechanisms of Refractory Stroke in Symptomatic Intracranial Atherosclerotic Disease: An Interdisciplinary Study by Advanced Neuroimaging and Computational Fluid Dynamics	December 2020
10.	Identification of susceptibility genes involved in the pathogenesis and prediction of thyrotoxic periodic paralysis	December 2020
11.	Dynamic Revenue Management and Fleet Management for Stochastic Container Leasing System	December 2020
12.	Source Characteristics of Induced Earthquakes Associated with Shale Gas Production in Weiyuan, Sichuan	December 2020
13.	Experimental and Numerical Studies on Geomechanics of Methane Hydrate-bearing Sediments in South China Sea During Gas Production	December 2020
14.	Environmental Behaviors of Arsenic-loaded Zero-Valent Iron Nanoparticles in Subsurface Systems	December 2020
15.	Construction and mechanism of supertough/superwetting nanocrystalline interface on flexible polymeric membranes for water/oil separation	December 2020
16.	Unraveling the fundamental mechanism of synergistic effect in ternary bulk-heterojunction blends for photovoltaic applications	December 2020
17.	Development of Efficient Gene Carriers Based on Self-assembled DNA Nanostructures and Understanding Their Interactions with the Cell	December 2020
18.	High-capacitance Wearable Li-ion Batteries using Multi-shelled Metal Oxides and Metallic Textile Electrodes	December 2020
19.	Preparation of High Performance Cathodes for Li-S Batteries and Their Property and Mechanism Study: Enhancement of Electron and Lithium Ion Transmission and Anchoring of Polysulfides	December 2020
20.	Study of the degradation behavior and osteogenic effects of Mg-Si based biomaterials	December 2020
21.	Mathematical and Numerical Study of Non-conforming Finite Element Methods for Maxwell's Equations in Inhomogeneous Media and Related Inverse Problems	December 2020
22.	Square Concrete-Filled Steel Tubular Columns with Internal High-Strength Steel Confinement	December 2020

Projects funded under the Theme-based Research Scheme**2014/15 (Total number of projects: 4)**

	<u>Title</u>	<u>Amount awarded by RGC (\$million)</u>	<u>Anticipated Completion Date</u>
1.	Viral, Host and Environmental Determinants of Influenza Virus Transmission and Pathogenesis	\$75.1	December 2019
2.	Genetics and Functional Genomics of Neural Crest Stem Cells and Associated Disease: Hirschsprung Disease	\$62.4	December 2019
3.	Sustainable Power Delivery Structures for High Renewables	\$47.1	December 2019
4.	Delivering 21st Century Healthcare in Hong Kong – Building a Quality-and-Efficiency Driven System	\$20.5	October 2019

2015/16 (Total number of projects: 5)

	<u>Title</u>	<u>Amount awarded by RGC (\$million)</u>	<u>Anticipated Completion Date</u>
1.	Molecular Basis for Interspecies Transmission and Pathogenesis of Middle East Respiratory Syndrome Coronavirus	\$46.7	October 2020
2.	Centre for Research into Circulating Fetal Nucleic Acids	\$48.8	December 2020
3.	Smart Urban Water Supply Systems (Smart UWSS)	\$33.2	December 2020
4.	Understanding Debris Flow Mechanisms and Mitigating Risks for a Sustainable Hong Kong	\$33.2	December 2020
5.	Safety, Reliability, and Disruption Management of High Speed Rail and Metro Systems	\$40.8	December 2020

2016/17 (Total number of projects: 7)

	<u>Title</u>	<u>Amount awarded by RGC (\$million)</u>	<u>Anticipated Completion Date</u>
1.	Plasma DNA as a Platform Technology for Cancer Detection	\$40.0	November 2021
2.	Understanding Cancer Stemness in Liver Cancer – From Regulation to Translational Applications	\$38.0	December 2021

<u>Title</u>	<u>Amount awarded by RGC (\$million)</u>	<u>Anticipated Completion Date</u>
3. Gastric Cancer Genomics and Beyond – Moving from Patient Samples to 3D Organoid Cultures for Integrative Genomics Analysis, Drug Sensitivity Assays, Cell Biological Studies and Animal Models	\$36.0	October 2021
4. Diagnosis and Prognosis of Intensifying Eutrophication, Hypoxia and the Ecosystem Consequences around Hong Kong Waters: Coupled Physical-biogeochemicalpollution Studies	\$36.0	December 2021
5. Enhanced Separation and Sludge Refinery for Wastewater Treatment – Solving the Nexus of Pollution Control and Resource Recovery in Mega Cities	\$32.0	October 2021
6. A Compact System for Terahertz Imaging and Spectroscopy	\$28.0	December 2021
7. Learning and Assessment for Digital Citizenship	\$20.0	October 2021

- End -

CONTROLLING OFFICER'S REPLY**EDB693****(Question Serial No. 4251)**

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 university hostel places:

- (a) the numbers of students waiting for hostel places in the past 3 years broken down by institution;
- (b) the numbers of hostel places provided in the past 3 years;
- (c) the numbers of additional hostel places to be provided in the coming 3 years with details and the expenditure involved.

Asked by: Hon CHAN Tanya (Member Question No. 189)

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 universities 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 universities 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 universities regarding the number of students put on waiting lists for hostel places.

For indicative purpose, the supply of and additional requirements for publicly-funded hostel places, with breakdown by university, in the last three academic years are given in the table below.

¹ The criteria are applicable to all UGC-funded universities, 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 Education University of Hong Kong (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 institution having regard to the potential benefits that hostel life would bring to the quality of pre-service teacher education).

University	Supply (S) and additional requirement (AR) for publicly-funded hostel places					
	2014/15		2015/16		2016/17	
	S	AR	S	AR	S	AR
City University of Hong Kong	3 485	1 898	3 485	2 011	3 485	2 218
Hong Kong Baptist University	1 710	881	1 711	1 128	1 711	1 158
Lingnan University	1 300	-	1 300	-	1 300	-
The Chinese University of Hong Kong	6 182	1 271	6 182	1 304	6 182	1 579
The Education University of Hong Kong	2 003	-	2 003	-	2 003	-
The Hong Kong Polytechnic University	4 654	1 250	4 654	1 406	4 654	1 790
The Hong Kong University of Science and Technology	4 101	1 159	4 141	953	4 141	1 337
The University of Hong Kong	5 725	1 891	5 728	1 858	5 730	2 121
Total	29 160	8 350	29 204	8 660	29 206	10 203

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 the 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 -

CONTROLLING OFFICER'S REPLY**EDB694****(Question Serial No. 4252)**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 of the following in respect of the past 3 academic years:

1. the approved student number targets and the student numbers of the UGC-funded sub-degree programmes by institution and broad academic programme category;
2. the average student unit costs for UGC-funded sub-degree programmes per annum;
3. the approved student number targets and the student numbers of UGC-funded first-year-first-degree places by institution and broad academic programme category.

Asked by: Hon CHAN Tanya (Member Question No. 190)Reply:

The approved student number targets and student enrolment of University Grants Committee (UGC)-funded sub-degree programmes and first-year first-degree (FYFD) programmes, with breakdowns by university and broad academic programme category from the 2014/15 to 2016/17 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 universities, for the 2013/14 to 2015/16 academic years are set out below. The average student unit cost for the 2016/17 academic year is not yet available.

	Average student unit costs of UGC-funded sub-degree places
2013/14	\$139,000
2014/15	\$156,000
2015/16 (provisional)	\$172,000

Note :

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 universities, etc.

**Approved Student Number Targets and Student Enrolment of UGC-funded
Sub-degree Programmes by University and Broad Academic Programme Category,
2014/15 to 2016/17 Academic Years**

(full-time equivalent)

Academic Year	University	Broad Academic Programme Category	Approved Student Number Targets	Student Enrolment
2014/15	CityU	Engineering and Technology	841	903
		Sub-total	841	903
	EdUHK	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
	EdUHK	Sciences	30	55
		Social Sciences	3	8
		Arts and Humanities	58	73
		Education	1 022	792
		Sub-total	1 113	928
	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	4 072
2016/17#	CityU	Engineering and Technology	841	903
		Sub-total	841	903
	EdUHK	Sciences	35	36
		Social Sciences	2	11
		Arts and Humanities	17	83
		Education	990	858
		Sub-total	1 044	989

Academic Year	University	Broad Academic Programme Category	Approved Student Number Targets	Student Enrolment
	PolyU	Sciences	255	313
		Engineering and Technology	1 093	1 337
		Business and Management	232	322
		Arts and Humanities	134	161
		Sub-total	1 713	2 133
	Total		3 598	4 025

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. '-' denotes nil.
3. # The student enrolment for the 2016/17 academic year are provisional figures.
4. Abbreviations:
CityU City University of Hong Kong
EdUHK The Education University of Hong Kong
PolyU The Hong Kong Polytechnic University

**Approved Student Number Targets and Student Enrolment of UGC-funded
First-Year-First-Degree (FYFD) Programmes by University and Broad Academic Programme
Category, 2014/15 to 2016/17 Academic Years**

(in full-time-equivalent)				
Academic Year	University	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
	EdUHK	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

Academic Year	University	Broad Academic Programme Category	Approved Student Number Targets	Student Enrolment
		Social Sciences	126	165
		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
	EdUHK	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

Academic Year	University	Broad Academic Programme Category	Approved Student Number Targets	Student Enrolment
		Social Sciences	83	72
		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
2016/17#	CityU	Medicine, Dentistry and Health	36	40
		Sciences	472	547
		Engineering and Technology	421	509
		Business and Management	654	789
		Social Sciences	315	379
		Arts and Humanities	198	257
		Sub-total	2 095	2 520
	HKBU	Medicine, Dentistry and Health	45	59
		Sciences	201	218
		Business and Management	228	249
		Social Sciences	335	402
		Arts and Humanities	275	327
		Education	87	107
		Sub-total	1 171	1 362
	LU	Business and Management	172	175
		Social Sciences	124	123
		Arts and Humanities	235	235
		Sub-total	531	533
	CUHK	Medicine, Dentistry and Health	574	591
		Sciences	621	716
		Engineering and Technology	475	517
		Business and Management	583	761
		Social Sciences	568	678
		Arts and Humanities	420	484
		Education	55	56
		Sub-total	3 297	3 803
	EdUHK	Sciences	63	86
		Business and Management	13	16
		Social Sciences	77	78
		Arts and Humanities	240	318

Academic Year	University	Broad Academic Programme Category	Approved Student Number Targets	Student Enrolment
		Education	189	214
		Sub-total	582	712
	PolyU	Medicine, Dentistry and Health	677	671
		Sciences	258	335
		Engineering and Technology	636	781
		Business and Management	505	751
		Social Sciences	63	71
		Arts and Humanities	203	235
		Sub-total	2 342	2 844
	HKUST	Sciences	623	777
		Engineering and Technology	561	689
		Business and Management	607	686
		Social Sciences	134	154
		Arts and Humanities	26	30
		Sub-total	1 951	2 336
	HKU	Medicine, Dentistry and Health	623	647
		Sciences	463	524
		Engineering and Technology	606	864
		Business and Management	263	415
		Social Sciences	613	770
		Arts and Humanities	390	420
		Education	73	76
		Sub-total	3 031	3 716
	Total		15 000	17 826

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. ‘-’ denotes nil.
3. # The student enrolment for the 2016/17 academic year are provisional figures.
4. Abbreviations:

CityU	City University of Hong Kong
HKBU	Hong Kong Baptist University
LU	Lingnan University
CUHK	The Chinese University of Hong Kong
EdUHK	The Education University of Hong Kong
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

EDB695

(Question Serial No. 4281)

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? How many students have moved in?

Asked by: Hon CHAN Tanya (Member Question No. 191)

Reply:

According to Hong Kong University of Science and Technology (HKUST), the student hostel project in Tseung Kwan O¹ was completed in August 2016. As at March 2017, some 380 students have moved into the hostel.

¹ This was originally a joint project providing a total of 520 hostel places, with a split of 370 places for HKUST and 150 places for Hong Kong Baptist University (HKBU). Subsequently, HKBU decided to transfer its 150 places 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.

- End -

CONTROLLING OFFICER'S REPLY**EDB696****(Question Serial No. 4282)**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 universities, the percentage share in the overall provision for education and the percentage share in our gross domestic product in the respective year over the past 3 years.

Asked by: Hon CHAN Tanya (Member Question No. 192)Reply:

The required information is tabulated below:

Financial year	Total grants ¹ to University Grants Committee (UGC)-funded universities ² (\$million)	Total expenditure on education ² (\$million)	Total grants to UGC-funded universities as a percentage of total expenditure on education	Gross Domestic Product (GDP) ³ (\$million)	Total grants to UGC-funded universities as a percentage of GDP
	[a]	[b]	[a / b]	[c]	[a / c]
2014-15	15,743	73,724	21.4%	2,260,005	0.7%
2015-16	17,088	78,965	21.6%	2,398,408	0.7%
2016-17	18,114	82,601	21.9%	2,489,109	0.7%

Notes:

1. Included recurrent grants and matching grants under the Sixth Matching Grant Scheme allocated to UGC-funded universities.
2. The total grants to UGC-funded universities and total expenditure on education for 2016-17 are revised estimate figures.
3. The figures are calendar-year-based at current market prices, and the GDP figures for 2015-16 and 2016-17 are subject to revision by the Census & Statistics Department.

- End -

CONTROLLING OFFICER'S REPLY

EDB697

(Question Serial No. 4283)

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 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 2016/17 academic year by institution.

Asked by: Hon CHAN Tanya (Member Question No. 193)

Reply:

The number of hostel places available in the University Grants Committee (UGC)-funded universities and the ratio of hostel places allocated to local and non-local students at the beginning of the 2016/17 academic year as advised by the UGC-funded universities are at the Annex.

(A) Hostel places available for allocation to students in UGC-funded universities

University	2016/17 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	250	216	2 095
Lingnan University	1 164	1 170	107	2 441
The Chinese University of Hong Kong	5 534	2 593	488	8 615
The Education University of Hong Kong	2 000	0	186	2 186
The Hong Kong Polytechnic University	4 484	0	161	4 645
The Hong Kong University of Science and Technology	3 812	792	604	5 208
The University of Hong Kong	5 573	613	200	6 386
Total	27 636	5 626	1 962	35 224

(B) Ratio of hostel places allocated to local and non-local students by UGC-funded universities

University	Ratio of hostel places allocated in the 2016/17 academic year	
	Local students	Non-local students
City University of Hong Kong	46%	54%
Hong Kong Baptist University	62%	38%
Lingnan University	86%	14%
The Chinese University of Hong Kong	61%	39%
The Education University of Hong Kong	77%	23%
The Hong Kong Polytechnic University	43%	57%
The Hong Kong University of Science and Technology	46%	54%
The University of Hong Kong	48%	52%
Overall	55%	45%

- End -

CONTROLLING OFFICER'S REPLY

EDB698

(Question Serial No. 4284)

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 amounts of surpluses / deficits as a result of offering self-financing programmes by the departments of each funded university in each of the past 3 academic years.

Asked by: Hon CHAN Tanya (Member Question No. 194)

Reply:

According to the information provided by University Grants Committee (UGC)-funded universities, the surplus / deficit from self-financing programmes for the 2013/14 to 2015/16 academic years is at **Annex**.

Surplus / Deficit from self-financing programmes offered by UGC-funded universities^{Note}
(2013/14 – 2015/16 academic years)

Universities	CityU	HKBU	LU	CUHK	EdUHK	PolyU	HKUST	HKU
Surplus / (Deficit) (\$ million)								
2013/14	185	40	3	194	44	266	65	233
2014/15	193	45	(34)	207	41	89	89	225
2015/16	169	38	0	125	40	(28)	123	219

Source: Information provided by UGC-funded universities.

Abbreviations:

CityU	City University of Hong Kong	EdUHK	The Education University of Hong Kong
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 university proper and those provided by other self-financing operations.

- End -

CONTROLLING OFFICER'S REPLY**EDB699****(Question Serial No. 4285)**

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 set out the amount of funding, details and approving criteria of the new competitive research funds for the local self-financing degree sector in the past 3 years.

Asked by: Hon CHAN Tanya (Member Question No. 195)

Reply:

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 from the 2014/15 to 2016/17 academic years is as follows –

Academic Year	Amount Awarded (\$ million)
2014/15	103.0
2015/16	86.3
2016/17 ^(Note 1)	82.9
Total^(Note 2)	272.3

^{Note 1} Position up to 28 February 2017.

^{Note 2} Figures may not add up due to rounding

- End -

CONTROLLING OFFICER'S REPLY

EDB700

(Question Serial No. 4286)

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 numbers of contract staff and substantive staff employed by the University Grants Committee (UGC)-funded institutions in 2017-18, and the percentages of these staff in the total number of staff in the institutions.

Asked by: Hon CHAN Tanya (Member Question No. 196)

Reply:

Information about the number of contract staff and substantive staff employed by the UGC-funded universities in the 2017/18 academic year is not yet available.

- End -

CONTROLLING OFFICER'S REPLY

EDB701

(Question Serial No. 4287)

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 numbers of intake of students with special educational needs (SEN) and intake of students with disabilities in post-secondary institutions, as well as the expenditure arising from the support for those students in the past 3 years? Please give a breakdown by institution and by type of students.

Asked by: Hon CHAN Tanya (Member Question No. 197)

Reply:

The number of students with special educational needs (SEN) studying full-time University Grants Committee (UGC)-funded sub-degree and undergraduate programmes by university and type of disability, from the 2014/15 to 2016/17 academic years is at **Annex**. Funding for students with SEN is subsumed under the block grant allocated to the UGC-funded universities, and hence the UGC is unable to attribute the exact amount provided in supporting these students.

**Number of Students with Special Educational Needs (SEN)^(note 1)
Pursuing Full-time UGC-funded Sub-degree and Undergraduate Programmes,
2014/15 to 2016/17 Academic Years**

Level of Study	Type of Disability	University								
		CityU	HKBU	LU	CUHK	EdUHK	PolyU	HKUST	HKU	Total
2014/15 Academic Year										
Sub-degree	Physical Disability	-	-	-	-	-	2	-	-	2
	Hearing Impairment	1	-	-	-	-	-	-	-	1
	Others ^(note 3)	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
	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 3)	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										
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	-	2	1	-	4	4	19
	Autism Spectrum Disorders	2	1	1	1	-	2	3	3	13
	Attention Deficit/ Hyperactivity Disorder	2	1	-	2	1	-	4	3	13
	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	-	8	2	-	13	3	40
	Others ^(note 2)	8	14	3	-	3	22	7	26	83
	Sub-total	41	55	13	42	17	35	52	84	339
Total		44	55	13	42	17	41	52	84	348

Level of Study	Type of Disability	University								
		CityU	HKBU	LU	CUHK	EdUHK	PolyU	HKUST	HKU	Total
2016/17 Academic Year (Provisional)										
Sub-degree	Specific Learning Difficulties	1	-	-	-	-	-	-	-	1
	Attention Deficit/ Hyperactivity Disorder	1	-	-	-	-	-	-	-	1
	Hearing Impairment	1	-	-	-	1	-	-	-	2
	Mental Illness	-	-	-	-	1	-	-	-	1
	Others ^(note 2)	-	-	-	-	-	8	-	-	8
	Sub-total	3	-	-	-	2	8	-	-	13
Undergraduate	Specific Learning Difficulties	4	2	-	7	3	-	5	9	30
	Autism Spectrum Disorders	3	1	2	5	-	-	4	3	18
	Attention Deficit/ Hyperactivity Disorder	1	-	-	3	1	-	9	5	19
	Physical Disability	10	3	3	9	1	6	3	13	48
	Visual Impairment	2	-	2	4	2	4	6	12	32
	Hearing Impairment	7	2	4	17	4	12	9	28	83
	Speech and Language impairment	-	-	-	1	-	2	3	2	8
	Mental Illness	6	1	-	12	2	1	12	5	39
	Others ^(note 2)	7	10	1	9	3	22	8	30	90
	Sub-total	40	19	12	67	16	47	59	107	367
Total		43	19	12	67	18	55	59	107	380

Notes:

- Figures are compiled based on the data provided by the UGC-funded universities based on information as reported by individual students via the Common Data Collection Format (CDCF).
- Including multiple types of disabilities.
- '-' denotes nil.
- Abbreviations:

CityU	City University of Hong Kong
HKBU	Hong Kong Baptist University
LU	Lingnan University
CUHK	The Chinese University of Hong Kong
EdUHK	The Education University of Hong Kong
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

EDB702

(Question Serial No. 4288)

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 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 universities in the past 3 years.

Asked by: Hon CHAN Tanya (Member Question No. 198)

Reply:

As provided by University Grants Committee (UGC)-funded universities, the changes in the number of senior staff of the universities from the 2013/14 to 2015/16 academic years are at Annex.

As regards expenditure on salaries of senior staff, since the deregulation of the salary scales of UGC-funded universities in 2003, the UGC has not sought to control for funding purposes actual expenditure on salaries in the universities. The information requested is thus not available.

**Number of Senior Staff in UGC-funded Universities by University,
2013/14 to 2015/16 Academic Years**

University	2013/14	2014/15	2015/16
CityU	346	379 (+33)	394 (+15)
HKBU	130	129 (-1)	127 (-2)
LU	53	56 (+3)	52 (-4)
CUHK	317	323 (+6)	309 (-14)
EdUHK	108	115 (+7)	118 (+3)
PolyU	454	446 (-8)	481 (+35)
HKUST	332	333 (+1)	327 (-6)
HKU	368	371 (+3)	371 (0)

Notes:

1. Senior staff include professors, readers, senior lecturers, principal lecturers, senior technical research staff, senior administrative staff and senior technical staff.
2. Figures in brackets represent the changes in the staff numbers as compared to the preceding year.

Abbreviations:

CityU	- City University of Hong Kong
HKBU	- Hong Kong Baptist University
LU	- Lingnan University
CUHK	- The Chinese University of Hong Kong
EdUHK	- The Education University of Hong Kong
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**EDB703****(Question Serial No. 4289)**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 funding expenditure of the University Grants Committee (UGC) on research in the past 3 years, please provide the number of research projects terminated prematurely, the funds involved and the reasons.

Asked by: Hon CHAN Tanya (Member Question No. 199)Reply:

The number of research projects in University Grants Committee (UGC)-funded universities monitored by the UGC and Research Grants Council (RGC) and terminated in the past three academic years (2014/15 to 2016/17) and the funds involved are as follows:

Academic Year	No. of terminated projects	Funds involved (\$ million)	Funds returned to UGC/ RGC (\$ million)
2014/15	19	9.3	0.7
2015/16	28	15.5	4.1
2016/17 ^(Note 1)	22	9.3	3.6

Note 1 Position up to 28 February 2017.

The reasons for terminating the 69 projects in the past three academic years are as follows:

Reason	Number
Departure of the Principal Investigators from UGC-funded universities	53
Principal Investigators retired	8
Principal Investigators passed away	3
Failure to submit progress reports by Principal Investigators	2
Withdrawal from research project by Principal Investigators	2
Principal Investigator involved in a substantiated misconduct case and disqualified	1

- End -

CONTROLLING OFFICER'S REPLY**EDB704****(Question Serial No. 4290)**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:

For the past 3 years:

1. please list out by institution and academic programme the full time and part time places of the taught postgraduate programmes run by UGC-funded institutions; the places and student intakes of subsidised programmes; the student intakes and tuition fees of self-financing programmes; and the respective numbers and proportions of local students, mainland students and other non-local students; and
2. please list out by institution and academic programme the full time and part time places of the research postgraduate programmes run by UGC-funded institutions; the places and student intakes of master and doctorate programmes; the student intakes and tuition fees of self-financing programmes; and the respective numbers and proportions of local students, mainland students and other non-local students.

Asked by: Hon CHAN Tanya (Member Question No. 200)Reply:

1. The numbers of student intakes of the University Grants Committee (UGC)-funded taught postgraduate (TPg) programmes by university, mode of study, broad academic programme category (APC) and place of origin from the 2014/15 to 2016/17 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 TPg programmes provided by the institutions concerned for the 2014/15 to 2015/16 academic years is at **Annex B**. Information on the total tuition fees for the 2014/15 to 2015/16 academic years is at **Annex C**.

2. Admission to research postgraduate (RPg) programmes is conducted by universities throughout the year. The student enrolment of the UGC-funded RPg programmes by university, broad APC and place of origin from the 2014/15 to 2016/17 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 RPg programmes provided by the institutions concerned for the 2014/15 to 2015/16 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.

**First-year Student Intakes of UGC-funded Taught Postgraduate Programmes by University,
Mode of Study, Broad Academic Programme Category and Place of Origin,
2014/15 to 2016/17 Academic Years**

(Headcount)

Academic Year	University	Mode of Study	Broad Academic Programme Category	Place of Origin						
				Local students		The Mainland of China		Other non-local students		Total
				No.	%	No.	%	No.	%	
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
			Education	206	100.0%	-	-	-	-	206
		PT	Education	365	100.0%	-	-	-	-	365
	Sub-total			664	99.8%	1	0.2%	-	-	665
	EdUHK	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 Universities				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
	EdUHK	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

Academic Year	University	Mode of Study	Broad Academic Programme Category	Place of Origin							
				Local students		The Mainland of China		Other non-local students		Total	
				No.	%	No.	%	No.	%		
			Arts and Humanities	44	100.0%	-	-	-	-	44	
			Education	241	100.0%	-	-	-	-	241	
	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 Universities				1 962	97.8%	30	1.5%	14	0.7%	2 006
	2016/17#	CityU	FT	Social Sciences	71	100.0%	-	-	-	-	71
		Sub-total			71	100.0%	-	-	-	-	71
HKBU		FT	Education	10	100.0%	-	-	-	-	10	
		PT	Education	120	100.0%	-	-	-	-	120	
Sub-total			130	100.0%	-	-	-	-	130		
CUHK		FT	Engineering and Technology	40	100.0%	-	-	-	-	40	
			Social Sciences	66	95.7%	3	4.3%	-	-	69	
			Education	197	100.0%	-	-	-	-	197	
		PT	Education	260	99.6%	1	0.4%	-	-	261	
Sub-total			563	99.3%	4	0.7%	-	-	567		
EdUHK		FT	Sciences	22	96.9%	1	3.1%	-	-	23	
			Social Sciences	15	96.8%	1	3.2%	-	-	16	
			Arts and Humanities	40	96.8%	1	3.2%	-	-	41	
			Education	86	97.2%	2	2.8%	-	-	88	
		PT	Sciences	52	100.0%	-	-	-	-	52	
			Business and Management	3	100.0%	-	-	-	-	3	
			Social Sciences	35	100.0%	-	-	-	-	35	
			Arts and Humanities	53	100.0%	-	-	-	-	53	
			Education	248	100.0%	-	-	-	-	248	
			Sub-total			554	99.1%	5	0.9%	-	-
HKU		FT	Medicine, Dentistry and Health	13	100.0%	-	-	-	-	13	
			Engineering and Technology	80	74.8%	21	19.6%	6	5.6%	107	
			Social Sciences	201	96.2%	5	2.4%	3	1.4%	209	
			Education	101	100.0%	-	-	-	-	101	
		PT	Social Sciences	22	100.0%	-	-	-	-	22	
			Education	145	100.0%	-	-	-	-	145	
Sub-total			562	94.1%	26	4.4%	9	1.5%	597		
All Universities				1 880	97.7%	35	1.8%	9	0.5%	1 924	

Notes:

1. The place of origin of non-local students is determined having regard to their nationality.
2. 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.
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
EdUHK	The Education University of Hong Kong
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 Universities, 2014/15 to 2015/16 Academic Years**

(a) Actual Student Intakes by Broad Academic Programme Category

(headcount)

University	Broad Academic Programme Category	2014/15	2015/16
CityU	Arts & Humanities	490	433
	Business & Management	1 186	1 162
	Engineering & Technology	406	381
	Sciences	266	361
	Social Sciences	1 118	997
	Total	3 466	3 334
HKBU	Arts & Humanities	368	283
	Business & Management	377	366
	Education	250	192
	Engineering & Technology	80	52
	Medicine, Dentistry & Health	112	111
	Sciences	472	355
	Social Sciences	733	670
	Total	2 392	2 029
LU	Arts & Humanities	66	89
	Business & Management	252	216
	Total	318	305
CUHK	Arts & Humanities	1 139	923
	Business & Management	853	859
	Education	365	340
	Engineering & Technology	350	294
	Medicine, Dentistry & Health	825	810
	Sciences	567	500
	Social Sciences	1 587	1 524
	Total	5 686	5 250
EdUHK	Education	685	665
	Social Sciences	40	27
	Total	725	692
PolyU	Arts & Humanities	739	601
	Business & Management	1 364	1 350
	Engineering & Technology	611	599
	Medicine, Dentistry & Health	412	381
	Sciences	338	324
	Social Sciences	279	291
	Total	3 743	3 546
HKUST	Arts & Humanities	64	40
	Business & Management	852	824
	Engineering & Technology	479	470
	Sciences	221	318
	Social Sciences	147	163
	Total	1 763	1 815
HKU	Arts & Humanities	278	345
	Business & Management	577	722
	Education	524	583
	Engineering & Technology	896	916
	Medicine, Dentistry & Health	552	456
	Sciences	475	533
	Social Sciences	1 212	1 289
	Total	4 514	4 844

Notes:

- Figures include both full-time and part-time programmes.
- Figures for the 2016/17 academic year are not yet available.

(b) Student Enrolment (Headcount) by University and Place of Origin

Academic Year	Place of Origin	University								
		CityU	HKBU	LU	CUHK	EdUHK	PolyU	HKUST	HKU	Overall
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%)
2015/16	Local students	2 656 (52.1%)	1 024 (37.6%)	163 (41.9%)	5 803 (68.4%)	718 (61.0%)	5 628 (74.1%)	1 089 (39.6%)	6 544 (78.0%)	23 625 (64.5%)
	The Mainland of China	2 355 (46.2%)	1 648 (60.5%)	210 (54.0%)	2 544 (30.0%)	448 (38.0%)	1 832 (24.1%)	1 360 (49.4%)	1 541 (18.4%)	11 938 (32.6%)
	Other non-local students	88 (1.7%)	50 (1.8%)	16 (4.1%)	134 (1.6%)	12 (1.0%)	137 (1.8%)	302 (11.0%)	307 (3.7%)	1 046 (2.9%)
	Total	5 099 (100.0%)	2 722 (100.0%)	389 (100.0%)	8 481 (100.0%)	1 178 (100.0%)	7 597 (100.0%)	2 751 (100.0%)	8 392 (100.0%)	36 609 (100.0%)

Notes:

1. Figures include both full-time and part-time programmes.
2. Figures for the 2016/17 academic year are not yet available.

**Total Tuition Fees of Locally-accredited Self-financing Taught Postgraduate Programmes¹
Offered by UGC-funded Universities by Broad Academic Programme Category,
2014/15 to 2016/17 Academic Years**

University	Broad Academic Programme Category	Total Tuition Fee ² (\$)		
		2014/15	2015/16	2016/17
CityU	Arts & Humanities	85,200 - 208,440	85,200 - 226,800	90,300 - 235,980
	Business & Management	115,800 - 677,300	115,800 - 696,690	115,800 - 706,380
	Engineering & Technology	34,080 - 394,440	48,360 - 404,130	54,480 - 413,820
	Sciences	36,120 - 120,900	36,120 - 141,300	44,280 - 121,770
	Social Sciences	75,000 - 343,400	80,100 - 359,040	80,100 - 374,680
HKBU	Arts & Humanities	80,000 - 270,000	92,000 - 270,000	92,000 - 270,000
	Business & Management	66,000 - 428,000	73,260 - 495,000	129,000 - 495,000
	Education	65,000 - 85,000	65,000 - 89,100	65,000 - 89,100
	Engineering & Technology	100,000	110,000	110,000
	Medicine, Dentistry & Health	110,000 - 114,000	110,000 - 114,000	120,000 - 130,000
	Sciences	98,500 - 210,000	105,000 - 210,000	105,000 - 210,000
	Social Sciences	84,000 - 130,000	84,200 - 144,000	84,200 - 144,000
LU	Arts & Humanities	68,000 - 72,000	68,000 - 73,000	72,000 - 74,000
	Business & Management	65,000 - 126,000	52,000 - 152,000	52,000 - 152,000
CUHK	Arts & Humanities	72,000 - 126,300	84,000 - 126,300	84,000 - 126,300
	Business & Management	70,800 - 550,800	70,800 - 645,540	78,000 - 674,700
	Education	50,000 - 270,000	60,000 - 270,000	60,000 - 270,000
	Engineering & Technology	100,000 - 240,000	120,000 - 260,000	124,992 - 280,000
	Medicine, Dentistry & Health	50,000 - 430,088	52,000 - 474,080	55,000 - 497,940
	Sciences	80,000 - 160,000	84,000 - 160,000	84,000 - 168,000
	Social Sciences	84,200 - 302,400	84,200 - 333,360	98,000 - 333,360
EdUHK	Education	78,000 - 273,600	83,000 - 286,560	84,000 - 311,040
	Social Sciences	85,200	92,000	98,000

University	Broad Academic Programme Category	Total Tuition Fee ² (\$)		
		2014/15	2015/16	2016/17
PolyU	Arts & Humanities	81,000 - 288,000	81,000 - 288,000	96,000 - 302,400
	Business & Management	81,000 - 690,000	81,000 - 690,000	90,000 - 707,400
	Education	-	-	96,000 - 124,800
	Engineering & Technology	81,000 - 336,000	81,000 - 336,000	90,000 - 408,000
	Medicine, Dentistry & Health	87,000 - 360,000	87,000 - 360,000	90,000 - 414,000
	Sciences	90,000 - 111,600	90,000 - 111,600	90,000 - 240,000
	Social Sciences	93,000 - 240,000	93,000 - 240,000	93,000 - 264,000
HKUST	Arts & Humanities	90,000	90,000	85,000
	Business & Management	110,000 - 1,205,000	110,000 - 1,250,000	110,000 - 1,250,000
	Education	-	-	84,000
	Engineering & Technology	55,000 - 110,000	60,000 - 120,000	60,000 - 120,000
	Sciences	50,000 - 140,000	50,000 - 180,000	55,000 - 180,000
	Social Sciences	95,000 - 160,000	100,000 - 160,000	100,000 - 170,000
HKU	Arts & Humanities	30,000 - 147,300	25,500 - 147,300	30,000 - 108,000
	Business & Management	31,930 - 1,095,120	22,000 - 492,000	16,000 - 1,095,120
	Education	39,900 - 342,000	39,900 - 105,000	43,000 - 115,500
	Engineering & Technology	41,600 - 288,000	41,600 - 256,000	41,600 - 268,800
	Medicine, Dentistry & Health	13,400 - 1,051,200	14,800 - 1,051,200	13,900 - 1,051,200
	Sciences	28,800 - 129,600	28,800 - 144,000	28,800 - 150,000
	Social Sciences	28,000 - 273,600	34,800 - 318,600	36,500 - 349,800

Notes:

1. Taught postgraduate programmes include postgraduate certificate, postgraduate diploma, master's degree and doctorate programmes.
2. Total tuition fee for the entire programme.

**Student Enrolment of UGC-funded Research Postgraduate Programmes by University,
Broad Academic Programme Category and Place of Origin, 2014/15 to 2016/17 Academic Years**

(headcount)

Academic Year	University	Broad Academic Programme Category	Place of Origin						
			Local students		The Mainland of China		Other non-local students		Total
			No.	%	No.	%	No.	%	
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
	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
	EdUHK	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	University	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 Universities			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%	219
		Engineering and Technology	21	6.0%	271	78.7%	52	15.2%	344
		Business and Management	6	6.8%	68	77.3%	14	15.9%	88
		Social Sciences	7	8.0%	45	51.8%	35	40.2%	87
		Arts and Humanities	11	22.1%	17	33.8%	22	44.1%	50
	Sub-total		71	8.8%	575	71.1%	162	20.1%	808
	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
	EdUHK	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	University	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 Universities			1 442	19.6%	5 112	69.4%	816	11.1%	7 370
2016/17#	CityU	Medicine, Dentistry and Health	2	4.9%	18	57.4%	12	37.7%	31
		Sciences	30	11.1%	198	73.1%	43	15.9%	270
		Engineering and Technology	21	5.3%	302	77.4%	68	17.3%	390
		Business and Management	6	6.5%	74	79.6%	13	14.0%	93
		Social Sciences	9	11.2%	41	52.0%	29	36.8%	80
		Arts and Humanities	16	25.4%	32	49.8%	16	24.8%	63
		Sub-total	83	9.0%	664	71.6%	180	19.4%	927
	HKBU	Medicine, Dentistry and Health	4	16.7%	15	63.3%	5	20.0%	24
		Sciences	19	14.8%	100	79.0%	8	6.2%	126
		Engineering and Technology	@	20.0%	1	60.0%	@	20.0%	2
		Business and Management	7	36.8%	11	57.9%	1	5.3%	19
		Social Sciences	12	30.3%	19	47.8%	9	22.0%	40
		Arts and Humanities	19	36.8%	20	38.1%	13	25.1%	53
		Education	3	34.7%	4	51.9%	1	13.4%	7
		Sub-total	64	23.6%	170	62.7%	37	13.7%	271
	LU	Business and Management	5	27.8%	9	50.0%	4	22.2%	18
		Social Sciences	4	20.0%	6	30.0%	10	50.0%	20
		Arts and Humanities	15	44.1%	12	35.3%	7	20.6%	34
		Sub-total	24	33.3%	27	37.5%	21	29.2%	72
	CUHK	Medicine, Dentistry and Health	87	21.3%	308	75.3%	14	3.4%	409
		Sciences	167	28.4%	406	69.2%	14	2.4%	586
		Engineering and Technology	35	9.8%	315	87.7%	9	2.5%	359
		Business and Management	9	15.0%	50	83.3%	1	1.7%	60
		Social Sciences	81	26.4%	198	64.5%	28	9.1%	307
		Arts and Humanities	105	43.7%	117	48.4%	19	7.9%	241
		Education	7	17.3%	29	77.3%	2	5.3%	38
		Sub-total	490	24.5%	1 422	71.1%	87	4.4%	1 999
	EdUHK	Education	17	27.4%	36	58.1%	9	14.5%	62
		Sub-total	17	27.4%	36	58.1%	9	14.5%	62
	PolyU	Medicine, Dentistry and Health	16	30.8%	14	26.0%	23	43.2%	52
		Sciences	67	33.2%	124	61.9%	10	5.0%	201
		Engineering and Technology	38	11.2%	249	72.2%	57	16.6%	344
		Business and Management	6	6.8%	58	69.2%	20	24.0%	84
		Social Sciences	2	8.4%	10	46.6%	10	45.0%	22
		Arts and Humanities	7	18.0%	22	54.6%	11	27.4%	40
		Sub-total	136	18.3%	477	64.1%	131	17.6%	744
	HKUST	Sciences	93	17.5%	397	74.1%	45	8.4%	535
		Engineering and Technology	97	12.7%	518	67.7%	150	19.6%	765
		Business and Management	11	17.3%	38	57.8%	16	24.9%	66
		Social Sciences	9	15.9%	46	83.6%	@	0.5%	56
		Arts and Humanities	12	41.4%	15	51.7%	2	6.9%	29
		Sub-total	223	15.4%	1 014	69.9%	214	14.7%	1 451
	HKU	Medicine, Dentistry and Health	168	30.1%	335	59.9%	55	9.9%	558
		Sciences	125	24.9%	328	65.5%	48	9.6%	500
		Engineering and Technology	46	10.4%	371	84.3%	23	5.3%	440
		Business and Management	4	14.8%	23	85.2%	-	-	27

Academic Year	University	Broad Academic Programme Category	Place of Origin						
			Local students		The Mainland of China		Other non-local students		Total
			No.	%	No.	%	No.	%	
		Social Sciences	61	27.1%	127	56.6%	37	16.3%	225
		Arts and Humanities	50	33.3%	59	39.5%	41	27.3%	150
		Education	28	20.1%	77	54.9%	35	24.9%	141
	Sub-total	482	23.6%	1 320	64.7%	239	11.7%	2 041	
All Universities			1 519	20.1%	5 130	67.8%	918	12.1%	7 567

Notes:

1. The place of origin of non-local students is determined having regard to their nationality.
2. Figures include only students funded by UGC within normal study periods.
3. 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. Also, if RPg students are financed by universities 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. As such, figures may not add up to the corresponding totals.
4. '@' denotes 'magnitude less than 0.5.'
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
EdUHK	The Education University of Hong Kong
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 Universities by Place of Origin, from the 2014/15 to the 2015/16 Academic Years

Academic Year	Place of Origin	University					
		HKBU	CUHK	EdUHK	HKUST	HKU	Overall
2014/15	Local students	25 (71.4%)	4 (100.0%)	4 (100.0%)	0 (0.0%)	302 (72.1%)	335 (65.2%)
	The Mainland of China	9 (25.7%)	0 (0.0%)	0 (0.0%)	52 (100.0%)	86 (20.5%)	147 (28.6%)
	Other non-local students	1 (2.9%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	31 (7.4%)	32 (6.2%)
	Total	35 (100.0%)	4 (100.0%)	4 (100.0%)	52 (100.0%)	419 (100.0%)	514 (100.0%)
2015/16	Local students	30 (63.8%)	3 (100.0%)	3 (100.0%)	0 (0.0%)	295 (72.1%)	331 (70.4%)
	The Mainland of China	17 (36.2%)	0 (0.0%)	0 (0.0%)	8 (100.0%)	87 (21.3%)	112 (23.8%)
	Other non-local students	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	27 (6.6%)	27 (5.7%)
	Total	47 (100.0%)	3 (100.0%)	3 (100.0%)	8 (100.0%)	409 (100.0%)	470 (100.0%)

Notes:

1. Figures include both full-time and part-time programmes.
2. Figures for the 2016/17 academic year are not yet available.

**Total Tuition Fees of Self-financing Research Postgraduate Programmes Offered by
UGC-funded Universities by University and Broad Academic Programme Category,
2014/15 to 2016/17 Academic Years**

University	Broad Academic Programme Category	Total Tuition Fee (\$)		
		2014/15	2015/16	2016/17
HKBU	Arts & Humanities	144,000 - 252,600	144,000 - 252,600	144,400 - 252,600
	Business & Management			
	Sciences			
	Social Sciences			
HKUST	Engineering & Technology	160,000	-	-
HKU	Arts & Humanities	151,500 - 227,250	84,200 - 227,250	84,200 - 283,500
	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. Total tuition fees refer to total tuition fee for the entire programme.
3. '-' denotes no relevant programmes were offered.
4. The RPg students in CUHK and EdUHK as mentioned in Annex E are recurrent students and the relevant programmes are no longer offered for new admission, hence the tuition fee information is not provided here.

- End -

CONTROLLING OFFICER'S REPLY

EDB705

(Question Serial No. 5165)

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 Senior Year Articulation Opportunities, please inform this Committee of the following:

1. How will the increased intake of 1 000 senior year undergraduate places be allocated among institutions? Under the respective mechanism, how can equal opportunity in admission be ensured for holders of an associate degree?
2. What were the student intakes of subsidised associate degree programmes offered by various self-financing institutions in the past 3 academic years, broken down by institution, faculty, and department?
3. How to ensure that graduates of associate degree programmes will be able to articulate to undergraduate programmes offered by the institutions concerned?
4. For those departments of institutions which have not admitted associate degree graduates, is there a requirement that subsidised top-up degree programmes must be offered when the funding is granted? If not, what are the reasons?

Asked by: Hon CHAN Tanya (Member Question No. 142)

Reply:

1, 3 and 4

In the 2014 Policy Address, the Government announced that from the 2015/16 academic year and the following triennium, the intake of senior year undergraduate places in University Grants Committee (UGC)-funded universities would progressively increase by a total of 1 000 places, so that 5 000 meritorious sub-degree graduates will be able to articulate to subsidised degree programmes each year by the 2018/19 academic year. As a modest start in the 2015/16 academic year (which was a roll-over year), the number was increased by 265 to 4 265.

During the academic planning cycle for the 2016/17-2018/19 triennium, the UGC continued to allocate the UGC-funded senior year undergraduate intake places on a competitive basis, taking into account a number of factors, including the bids submitted by the universities, the roles of universities, universities' experience in admitting sub-degree graduates and efforts in promoting the articulation pathways for graduates from both the publicly-funded and self-financing sectors, etc. The UGC assessed its funded universities' bids on the basis of the following criteria which were agreed by the universities –

- (a) the extent to which the university has engaged with Credit Accumulation and Transfer System (CATS) in a manner which facilitates credit recognition and transfer;

- (b) the extent to which there is effective liaison with other post-secondary providers (including those outside the UGC sector) to facilitate articulation arrangements; and
- (c) the extent to which articulation opportunities are provided across the full range of the university's first degree programmes.

Once senior year places are allocated to UGC-funded universities, they enjoy a lot of latitude in determining the distribution of senior year intake places across different disciplines, having regard to the distribution of sub-degree graduates (in both publicly-funded and self-financing sectors) across various disciplines, students' interests, community needs and their own development goals. In the 2016/17 academic year, senior year undergraduate places are available in all broad academic programme categories, i.e. Medicine, Dentistry and Health; Sciences; Engineering and Technology; Business and Management; Social Sciences; Arts and Humanities; and Education.

Besides, under the principles of fairness and merit-based selection, admission to UGC-funded programmes is a matter of institutional autonomy. That said, it is noted that UGC-funded universities have been utilising more and more of their senior year places for the admission of students graduating from other non-affiliated institutions / community colleges. In 2012/13, 1 118 (44.6%) of 2 504 intakes of UGC-funded senior year programmes were graduates from other non-affiliated institutions / community colleges. In 2016/17, the figure has increased to 2 682 (59.6%) out of 4 503 intakes.

2

In the past three years, self-financing institutions have not offered any subsidised associate degree programmes.

- End -

CONTROLLING OFFICER'S REPLY**EDB706****(Question Serial No. 5172)**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 "Work of the Research Grants Council", \$3 billion will be earmarked for providing new competitive research funds for the local self-financing degree sector. Please advise on the following matters, if any, in the past 3 years:

1. Regarding the research funds for the self-financing degree sector, which institutions could secure the funds, and what was the amount of funding for the research projects involved? Please provide a breakdown by institution, project title, amount of funding and academic year.
2. Are there any mechanisms to ensure that funds are allocated in a fair manner? If yes, what are the details?
3. Are there any mechanisms and measures to assist teaching staff of institutions in the self-financing degree sector in applying for the research funds and increasing the success rate of their applications?
4. Are there any mechanisms to encourage self-financing institutions to actively engaged in proposing research projects?
5. Are there any mechanisms to ensure that the teaching staff awarded with research funding will properly complete their research projects?

Asked by: Hon CHAN Tanya (Member Question No. 145)Reply:

1. The Research Grants Council (RGC) launched the three new research funding schemes for the local self-financing degree (SF) sector, namely the Faculty Development Scheme, the Institutional Development Scheme and the Inter-Institutional Development Scheme in December 2013. There were 66, 60 and 66 approved research projects under the three funding schemes in the 2014/15, 2015/16 and 2016/17 academic years respectively. Details of these projects including the titles, participating institutions and amount awarded are available at the University Grants Committee (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 these projects.
2. Similar to the funding schemes administered by the RGC for the UGC-funded universities, research proposals of the three funding schemes of the SF sector are subject to a rigorous peer review process supported by the RGC's international network of 18,000 external reviewers and assessed by the Assessment Panel based on the academic quality / merit of the research proposals. To ensure fairness and impartiality of the assessment process, panel members who have perceived conflict of interests

with the applicants do not participate in the assessment of the relevant proposals.

3. With a view to encouraging the academics of the SF sector to submit applications and increase the success rate, the RGC organized a workshop every year to explain to them the detailed operation of the three funding schemes, including the ambit of the funding, the operation framework and the assessment process, etc. Successful applicants of the previous funding exercises were also invited to share their experience in their preparation of successfully funded proposals and to provide tips to the potential applicants. In addition, the Chairman of the Assessment Panel also briefed the participants on the assessment criteria, the common problems found in the applications that should be avoided, etc. in order to increase their chance of success.
4. Among the three funding schemes, the Inter-institutional Development Scheme aims at keeping the academics of the SF sector abreast of new developments and challenging research topics in the field and enhancing their research capability. The scheme supports the academics in organizing workshops or short courses so as to enable the participants to conduct focused study and intensive scholarly exchange under the guidance of visiting scholars and experts. These programmes could inspire the academics of the SF sector to conduct new challenging research topics or new initiatives for future research.
5. To ensure that the funded project is proceeding on schedule and that any problems identified are followed up by the Principal Investigator, each project is monitored by at least one Assessment Panel member. The Assessment Panel member assigned to the project reviews the progress report(s) and, where necessary, provides his / her comments to the Principal Investigator for reference and follow-up action. From 2015/16 onwards, project funds of 97% of RGC's research projects are disbursed by instalment. The rest are short-term research projects that last for 12 months or less. The Principal Investigator concerned should demonstrate satisfactory progress before he / she may obtain further funding from the RGC. He / She may also be required to present the progress and achievements during on-site visits.

- End -

CONTROLLING OFFICER'S REPLY**EDB707****(Question Serial No. 5173)**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:

Senior Year Articulation Opportunities: from the 2015/16 academic year and in the triennium that follows, the intake of senior year undergraduate places in UGC-funded universities will progressively increase by a total of 1 000 places so that 5 000 meritorious sub-degree graduates will be able to articulate to subsidised degree programmes each year by the 2018/19 academic year.

1. What is the mechanism to be used to allocate these 1 000 places among institutions?
2. What is the time of setting up the mechanism? How to develop the criteria for its establishment?
3. In developing the criteria, have different stakeholders of institutions been consulted?
4. If consultation was conducted, when and where did it take place? What stakeholders were consulted?
5. If no consultation has been conducted or consultation is deemed unnecessary, what are the reasons?
6. Is the mechanism subject to periodical reviews so as to meet the actual situation?
7. Are the contents of these consultations and reviews available to the public?

Asked by: Hon CHAN Tanya (Member Question No. 146)Reply:

In the 2014 Policy Address, the Government announced that from the 2015/16 academic year and the following triennium, the intake of senior year undergraduate places in University Grants Committee (UGC)-funded universities would progressively increase by a total of 1 000 places, so that 5 000 meritorious sub-degree graduates will be able to articulate to subsidised degree programmes each year by the 2018/19 academic year. As a modest start in the 2015/16 academic year (which was a roll-over year), the number was increased by 265 to 4 265.

During the academic planning cycle for the 2016/17-2018/19 triennium, the UGC continued to allocate the UGC-funded senior year undergraduate intake places on a competitive basis, taking into account a number of factors, including the bids submitted by the universities, the roles of universities, universities' experience in admitting sub-degree graduates and efforts in promoting the articulation pathways for graduates from both the publicly-funded and self-financing sectors, etc. The UGC assessed UGC-funded universities' bids on the basis of the following criteria which were agreed by the universities –

- (a) the extent to which the university has engaged with Credit Accumulation and Transfer System (CATS) in a manner which facilitates credit recognition and transfer;
- (b) the extent to which there is effective liaison with other post-secondary providers (including those outside the UGC sector) to facilitate articulation arrangements; and
- (c) the extent to which articulation opportunities are provided across the full range of the university's first degree programmes.

As regards the 2019/20 to 2021/22 triennium, planning will commence later this year to tie in with the academic planning cycle of the UGC-funded universities. During the planning stage, the Government and the UGC will decide on, among other things, the number of UGC-funded senior year intake places to be offered in the next triennium as well as the method of allocation of these places to individual universities, in consultation with the universities as necessary.

- End -

CONTROLLING OFFICER'S REPLY**EDB708****(Question Serial No. 5174)**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 "Hong Kong PhD Fellowship Scheme" mentioned under the "Work of the RGC", please advise this Committee of the following:

1. The numbers of students who were awarded the fellowship in the past 3 years. Please tabulate the numbers by local students, Mainland students, and other non-local students.
2. Was there any mechanism to ensure a fairer treatment for local students in the application for the scheme?
3. Is there any mechanism to attract local students to apply for the scheme and increase their chance of being awarded the fellowship?
4. Will the Government consider putting in place a system based on quota or proportion, or even dividing the scheme into local student and non-local student streams? Or will it establish a dedicated scholarship scheme for Mainland students?
5. Will the Government consider establishing a dedicated scholarship scheme for non-taught postgraduate students of Hong Kong so as to provide a pathway for local postgraduate students who aspire to a career in research work? If yes, what are the reasons? If no, what are the policy considerations?

Asked by: Hon CHAN Tanya (Member Question No. 565)Reply:

1. The number of local, Mainland and other non-local students awarded with the Hong Kong PhD Fellowship Scheme (HKPFS) from the 2014/15 to 2016/17 academic years is tabulated below:

Academic year	Number of awardees under the HKPFS			
	Local	Mainland	Other non-local	Total
2014/15	13	131	79	223
2015/16	14	133	69	216
2016/17	15	120	96	231

2. to 5. Research is crucial to the development of higher education and enhancing the competitiveness of an economy. The HKPFS aims at attracting the best and brightest students both in Hong Kong and around the world, and welcomes applications from local and non-local students who wish to pursue their research-based PhD programmes in the UGC-funded universities. The HKPFS awardees are selected on a merit basis, taking into account the applicants' academic results and research capability,

regardless of their place of origin. The HKPFS awardees so admitted play an important role in the higher education sector. Apart from participating directly in a large number of research activities, they are also engaged in the teaching activities of universities (as teaching assistants, laboratory administrators, etc.) and serve as a bridge between undergraduates and the teaching staff, thereby making contributions to teaching and the passing on of knowledge in universities.

Setting upper limits on the number of non-local students to be enrolled in publicly-funded HKPFS will pose hindrance to the pursuit of academic excellence by the local higher education sector and lead to a loss of high quality research talents and projects to other places. It is also contradictory to common international practice.

Over the past years, the Government and universities have organized symposiums, seminars, talks, and promotion activities such as through RoadShow to attract local talents to apply for postgraduate programmes and the HKPFS in Hong Kong. This notwithstanding, the decision of local graduates on whether and where to pursue postgraduate studies, especially research postgraduate (RPg) programmes, is a personal choice affected by such factors as prevailing employment opportunities in the market, students' career orientation and prospect in the teaching/research fields. Furthermore, among local students who choose to pursue RPg studies, many would do so abroad, so that they can conduct research under a different culture and environment.

Since the launch of the HKPFS in 2009, about 6% to 9% of the applications by local students are awarded with the fellowship, whilst only about 3% to 5% of applications by non-local students are awarded with it. This indicates that the chance for local students to be awarded with the fellowship is about double of that for non-local students.

In light of the above, there is no plan to set up dedicated streams within the HKPFS for local and non-local applicants respectively. There is no plan either to set up another scholarship / fellowship specifically for local applicants of UGC-funded research postgraduate programmes.

- End -

CONTROLLING OFFICER'S REPLY**EDB709****(Question Serial No. 5175)**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 cost allocation guidelines and an updated version of accounting and disclosure practices mentioned under the Institutional and Financial Governance of Universities, please advise this Committee of the following:

1. Why do the accounting and disclosure practices help enhance the governance of institutions?
2. What are the progress and timetable for the implementation of the practices?
3. How to make use of the guidelines and practices to enhance the performance of teachers in institutions in a value-for-money manner?
4. How to measure the respective performances of teachers and administrative staff?
5. Are the same guidelines and practices applicable to every institution? Is it possible for an institution to fine tune the guidelines and practices having regard to its own development at different stages and characteristics?

Asked by: Hon CHAN Tanya (Member Question No. 147)Reply:

Parts 1, 2 & 5

In 2015, the University Grants Committee (UGC) promulgated a new set of guidelines and practices, namely the Cost Allocation Guidelines (the Guidelines) and the Statement of Recommended Practice for the UGC-funded Institutions (the SORP). The Guidelines aim at improving the cost allocation practices adopted in universities and ensuring that there is no cross-subsidisation of UGC resources to non-UGC-funded activities. The cost allocation practices and methods set out in the Guidelines are principle-based rather than rule-based. Practically speaking, the guidelines are not intended to cover the full range of cost allocation treatments for the multifarious nature of institutional activities. Universities should make their own judgment on the cost allocation treatments of specific activities based on principles set out in the Guidelines when such activities are not specifically listed in the documents and where necessary, consult professional advice.

The SORP aims to, among others, set out recommendations on best practices regarding the form and contents of the universities' annual report. Two requirements are added in the updated version of SORP to improve financial reporting - the provision of a report from the Council or senior management of a university which includes information about the strategy, institutional governance and operations of the university and segment reporting of UGC-funded and non-UGC-funded activities in universities' financial reports.

SORP requirements (except for segment reporting which would be put into effect in the financial statements for 2016/17) have been reflected in universities' financial reports in 2015/16 and universities are required to incorporate the Guidelines' requirements in their financial statements for 2018/19. The UGC, with the assistance of an external consultant, has been and will continue to oversee the universities' progress in carrying out necessary enhancements to incorporate the new requirements in their accounting operations and systems through requesting progress reports; and providing professional advice on the implementation tasks as appropriate.

Parts 3 & 4

As mentioned above, the purpose of the new set of cost allocation guidelines and the SORP is to improve the cost allocation practices (between UGC-funded and non-UGC-funded activities) and enhance financial reporting at the university level. They are not concerned with the performance of individual staff of the universities. In line with the principle of institutional autonomy, universities have their own established mechanisms in assessing the performance of the staff.

- End -

CONTROLLING OFFICER'S REPLY

EDB710

(Question Serial No. 5176)

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 “Governance in UGC-funded Higher Education Institutions in Hong Kong” Report (the Report) mentioned under “Institutional and Financial Governance of Universities”, please advise this Committee of:

1. whether any measures are in place to ensure that the institutions will not interfere with the academic freedom of their teaching staff when maintaining the governance of the institutions;
2. whether there is any measure to restore the teaching staff's confidence in UGC's upholding of academic freedom;
3. how to deal with the issue of the Chief Executive (CE) acting as the Chancellor of the universities; and
4. whether any measures are in place to reduce the number of members appointed by the CE to the management committees of these institutions, or even abolish such appointment arrangement; if yes, of the measures involved; if no, the reasons for that.

Asked by: Hon CHAN Tanya (Member Question No. 148)

Reply:

Parts 1 and 2

The eight University Grants Committee (UGC)-funded universities are autonomous bodies established pursuant to their respective ordinances and each has established a council to serve as the governing body. Their ordinances and statutes set out their objectives, functions and governance structure and provide the universities with the power and freedom to carry out their objectives and functions.

The UGC contributes to the protection of institutional autonomy and academic freedom through its role as an intermediary between the Government and the UGC-funded universities. The UGC Notes on Procedures (NoP) clearly state that universities enjoy academic freedom and institutional autonomy in the development of curricula and academic standards, selection of staff and students, initiation and conduct of research, internal allocation of resources, etc, and are accountable in these matters. Universities have their internal mechanisms and guidelines for handling academic matters under the principle of upholding academic freedom. Also, under the existing mechanism, academic staff can make use of various channels to voice their views or concerns, including staff membership of councils, senates and relevant committees of the universities.

Part 3 and 4

According to the respective ordinances governing the eight UGC-funded universities, the Chief Executive is the Chancellor, the purpose of which is to maintain the linkages between the Government and the universities and to demonstrate the Government's support to the higher education sector. Relevant provisions in the ordinances and statutes of the universities specify the powers and duties of the Chancellor in order to meet the needs of the universities. The Chief Executive has the statutory power and responsibility to carry out the duties specified in relevant provisions in the ordinances.

The governing ordinances and statutes of the eight UGC-funded universities provide for a certain number of Council members who are appointed by the Chief Executive / Chancellor. All along, Council appointments are made on a merit basis, taking into consideration the operation of universities concerned and the needs of higher education development of Hong Kong, with a view to appointing suitable candidates in accordance with the respective ordinances of the universities.

- End -

CONTROLLING OFFICER'S REPLY

EDB711

(Question Serial No. 5177)

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 "Internationalisation and Non-local Students", please advise this Committee of the following:

1. Apart from funding support, what measures are in place to assist the institutions in their work of promoting true internationalisation?
2. Has the Government reviewed the proportion of Mainland students among non-local students?
3. Has the Government considered collecting tuition fees from non-local students at a rate higher than that for local students, or increasing tuition fees for non-local students having regard to the different costs incurred by various departments of each institution to recover part of the costs?
4. What were the respective numbers of non-local students (excluding Mainland students) and Mainland students of each funded institution in the past 5 financial years? Please tabulate the numbers by institution and faculty.

Asked by: Hon CHAN Tanya (Member Question No. 149)

Reply:

(1) and (2)

The University Grants Committee (UGC) recognises that internationalisation may come in many forms, including international strategies, curriculum development, international networks, non-local student recruitment and integration, and international faculty, etc. Therefore the UGC has all along been encouraging, and will continue to encourage, universities to internationalise in ways that fit their own institutional context. Funding would continue to be provided to universities in the 2016-19 triennium to continue their efforts to attract more diversified sources of non-local students, including setting up of the Hong Kong Pavilion in international education conferences to enable the universities to explore new markets and attract more non-local students from different regions as well as to promote the UGC sector as a united front.

(3)

Under existing policy, UGC-funded universities should charge non-local students of UGC-funded sub-degree (SD), undergraduate (Ug) and taught postgraduate (TPg) programmes tuition fees at levels at least sufficient to recover all additional direct costs, and that the tuition fees should in no circumstances be lower than the fees applicable to local students (i.e. \$42,100 per annum for degree programmes). In 2016/17, the tuition fees payable by non-local students of UGC-funded undergraduate programmes range from \$110,000 to \$146,000 per annum. On the conditions that all non-local students of UGC-funded SD,

Ug and TPg programmes are admitted through over-enrolment and the tuition fees payable by them are at least sufficient to recover all additional direct costs, UGC-funded universities enjoy the autonomy in setting the tuition fee levels as they see fit, having regard to their own circumstances and the costs of different programmes across different disciplines.

As regards RPg students, it should be reckoned that, as a matter of fact, they play an important role in the higher education sector. Not only do they participate directly in a large number of research activities, but they also take part 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.

Given the above, and with a view to boosting the research capability in Hong Kong through attracting high quality talents from around the world, UGC-funded universities currently admit RPg students on a merit basis and charge them a uniform tuition fee of \$42,100 per student per year¹, taking into account the students' academic results and research capability, regardless of their place of origin. This practice helps ensure that the best candidates irrespective of place of origin are engaged to boost the level of research and contribute to the teaching and learning as well as knowledge transfer work in institutions, thereby safeguarding the effectiveness of public spending.

(4)

The number of non-local students of UGC-funded programmes by university, level of study and place of origin from the 2012/13 to 2016/17 academic years is set out below. The breakdown of non-local students by faculty is not readily available.

¹ That said, paragraph 3.11 of the UGC Notes on Procedure provide that, subject to prior notification to the UGC and in case institutions choose to over-enrol RPg students beyond the 40% cap, the additional full direct costs incurred (defined as all direct marginal costs incurred arising from the over-enrolment, including studentships, and additional costs for student supervision, cost of space provided *etc*) should be met from non-UGC/RGC funds, including higher tuition fees payable by the over-enrolled students.

Number of Non-local Students of UGC-funded Programmes by University, Level of Study and Place of Origin, 2012/13 to 2016/17 Academic Years

(Headcount)

University	Academic Year	Place of Origin	Level of Study			
			Undergraduate	Taught Postgraduate	Research Postgraduate^	
					Master of Philosophy	Doctor of Philosophy
CityU	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	574
		Other Places in Asia	379	4	-	74
		The Rest of the world	30	3	-	88
	Total		1 247	7	1	736
	2016/17 (provisional)	The Mainland of China	841	-	1	663
		Other Places in Asia	419	-	-	94
		The Rest of the world	42	-	-	86
	Total		1 302	-	1	843
HKBU	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
	2016/17 (provisional)	The Mainland of China	740	1	12	158
		Other Places in Asia	25	-	-	15
		The Rest of the world	3	-	1	21
	Total		768	1	13	194
LU	2012/13	The Mainland of China	158	-	24	5
		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

University	Academic Year	Place of Origin	Level of Study			
			Undergraduate	Taught Postgraduate	Research Postgraduate^	
					Master of Philosophy	Doctor of Philosophy
	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
	2016/17 (provisional)	The Mainland of China	123	-	15	12
		Other Places in Asia	16	-	2	4
		The Rest of the world	1	-	1	14
	Total		140	-	18	30
CUHK	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
	2016/17 (provisional)	The Mainland of China	1 488	4	148	1 274
		Other Places in Asia	609	-	7	37
		The Rest of the world	65	-	8	35
	Total		2 162	4	163	1 346
EdUHK	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
	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
	2016/17	The Mainland of China	340	5	9	27

University	Academic Year	Place of Origin	Level of Study			
			Undergraduate	Taught Postgraduate	Research Postgraduate^	
					Master of Philosophy	Doctor of Philosophy
	(provisional)	Other Places in Asia	23	-	-	7
		The Rest of the world	-	-	-	2
	Total		363	5	9	36
PolyU	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
	2016/17 (provisional)	The Mainland of China	1 200	-	60	417
		Other Places in Asia	433	-	2	66
		The Rest of the world	56	-	1	62
	Total		1 689	-	63	545
HKUST	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
	2016/17 (provisional)	The Mainland of China	670	-	183	831
		Other Places in Asia	681	-	27	122
		The Rest of the world	88	-	26	39
	Total		1 439	-	236	992
HKU	2012/13	The Mainland of China	1 453	39	224	1 065
		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

University	Academic Year	Place of Origin	Level of Study			
			Undergraduate	Taught Postgraduate	Research Postgraduate^	
					Master of Philosophy	Doctor of Philosophy
	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
	2016/17 (provisional)	The Mainland of China	1 450	44	168	1 152
		Other Places in Asia	986	8	13	108
		The Rest of the world	62	1	7	111
	Total		2 498	53	188	1 371

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 universities 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 universities 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. Abbreviations :

CityU	City University of Hong Kong
HKBU	Hong Kong Baptist University
LU	Lingnan University
CUHK	The Chinese University of Hong Kong
EdUHK	The Education University of Hong Kong
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

EDB712

(Question Serial No. 5178)

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 "Openness and Transparency of UGC Activities", please advise this Committee of the following:

1. What administrative measures are in place to assess the overall performance of each committee under the UGC?
2. What were the numbers of exchange activities held between the UGC and the staff of various institutions (excluding the management) in the past 3 years? Please set out in a table the nature of each exchange activity, the names of the institutions concerned, the numbers of activities and the numbers of attendees.
3. Has the UGC met with the staff unions of each institution on a regular basis? If it has, please set out in a table the names of the institutions and the staff unions concerned as well as the numbers of attendees in the past 3 years. If not, what are the reasons?
4. Has the UGC conducted regular exchanges with the part-time teachers of the institutions? If it has, please set out the names of the institutions meeting up with the UGC, the dates and venues of such meetings as well as the numbers of attendees in the past 3 years. If not, what are the reasons?

Asked by: Hon CHAN Tanya (Member Question No. 400)

Reply:

1. The University Grants Committee (UGC) is an independent and non-statutory body which advises the Government on the funding and strategic development of higher education in Hong Kong. In this role, the UGC works with institutions, the Government and the community to promote excellence in the higher education sector, with a view to establishing Hong Kong as the education hub of the region and to nurturing high quality people to promote the economic, cultural and social development of Hong Kong. The UGC normally meets three times a year in Hong Kong and each UGC main meeting lasts for about one week. The UGC has under its aegis two semi-autonomous bodies: the Research Grants Council (RGC) is responsible for advising the needs of higher education institutions in academic research, and considering applications for research grants from academic staff and for the award of fellowships; and the Quality Assurance Council is responsible for advising on quality assurance matters in the higher education sector, including specifically the conduct of quality audits of the UGC-funded universities.

The UGC maintains a website on its policy, publications, relevant statistics, etc. To enhance stakeholder communication and transparency, the UGC also publishes Annual Reports to give a fuller description of the major work undertaken by the UGC and its committees during the report periods. The Annual Report is a bilingual public document distributed widely in the academic

sector and is available on the UGC's website. Moreover, from time to time, the UGC submits reports to the Government on matters referred to it for advice.

- 2 to 4: The UGC normally makes a visit to one of the UGC-funded universities on two or three occasions each year for half a day to foster a better understanding between the UGC and the universities, and to enhance the UGC's direct communications with different stakeholders in the universities. During the visits, the UGC holds discussions and has exchanges with senior management, faculty staff, students, etc. The visits paid by the UGC to universities from January 2014 to January 2017 are as follows –

Date	UGC-funded universities
January 2014	The Hong Kong University of Science and Technology
May 2014	Hong Kong Baptist University
September 2014	City University of Hong Kong
May 2015	The Hong Kong Polytechnic University
September 2015	The Chinese University of Hong Kong
January 2016	The Education University of Hong Kong
April 2016	Lingnan University
September 2016	Hong Kong Baptist University
January 2017	The University of Hong Kong

In order to discharge its responsibilities, the UGC, through its sub-committees and task forces, meets university members on a regular basis. Additionally, the UGC Chairman and Secretary-General of the UGC Secretariat meet Presidents and Council Chairmen of the universities several times a year.

The RGC and its assessment committees/panels arrange a one-day visit to a UGC-funded university each year to facilitate exchange between universities and the RGC. During the visit, the delegation will meet the university's management and academic staff. Small group meetings with junior faculty members and research postgraduate students will also be arranged. The visits paid by the RGC to universities from January 2014 to January 2017 are as follows –

Date	UGC-funded universities
June 2014	The Education University of Hong Kong
June 2015	City University of Hong Kong
June 2016	The University of Hong Kong

In addition, the RGC conducts town hall meetings for the academics on a need basis to explain the roles of the UGC and RGC in providing research support, the peer review mechanism and selection process. Senior academics are invited to share their experience in writing proposals with potential applicants. Two town hall meetings were conducted in June 2014 and December 2015 respectively on collaborative research and individual research.

- End -

CONTROLLING OFFICER'S REPLY

EDB713

(Question Serial No. 5188)

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 institutional and financial governance of universities, please advise this Committee of the following:

1. the numbers of staff employed on tenure or substantiated terms in various funded institutions for the past 5 financial years by institution, rank and year (as shown in Table 1);
2. the numbers of staff employed on full-time contract terms (over 12 months) in various funded institutions for the past 5 financial years by institution, rank and year (as shown in Table 1);
3. the numbers of staff employed on temporary contract terms (less than 12 months) in various funded institutions for the past 5 financial years by institution, rank and year (as shown in Table 1);
4. the numbers of staff employed on part-time contract terms in various funded institutions for the past 5 financial years by institution, rank and year (as shown in Table 1);
5. the total numbers of staff employed, irrespective of whether they are employed on tenure or substantiated terms, full-time contract terms (over 12 months), temporary contract terms (less than 12 months) or part-time contract terms, in various funded institutions for the past 5 financial years by institution, rank and year (as shown in Table 1); and
6. further to parts (2) to (5) above, the ways to ensure that contract staff have the chance to be promoted to tenured positions.

Table 1: Number of staff **employed on tenure or substantiated terms** in various funded institutions

	2011-12						2012-13						2013-14						2014-15						2015-16					
	Lecturer/ Tutor	Assistant Professor	Associate Professor	Professor	Others	Total	Lecturer/ Tutor	Assistant Professor	Associate Professor	Professor	Others	Total	Lecturer/ Tutor	Assistant Professor	Associate Professor	Professor	Others	Total	Lecturer/ Tutor	Assistant Professor	Associate Professor	Professor	Others	Total	Lecturer/ Tutor	Assistant Professor	Associate Professor	Professor	Others	Total
HKU																														
CUHK																														
HKUST																														
CityU																														
PolyU																														
HKBU																														
LU																														
EdUHK																														
All																														

Table 1: Number of staff **employed on full-time contract terms (over 12 months)** in various funded institutions

	2011-12						2012-13						2013-14						2014-15						2015-16					
	Lecturer/ Tutor	Assistant Professor	Associate Professor	Professor	Others	Total	Lecturer/ Tutor	Assistant Professor	Associate Professor	Professor	Others	Total	Lecturer/ Tutor	Assistant Professor	Associate Professor	Professor	Others	Total	Lecturer/ Tutor	Assistant Professor	Associate Professor	Professor	Others	Total	Lecturer/ Tutor	Assistant Professor	Associate Professor	Professor	Others	Total
HKU																														
CUHK																														
HKUST																														
CityU																														
PolyU																														
HKBU																														
LU																														
EdUHK																														
All																														

Table 1: Number of staff **employed on temporary contract terms (less than 12 months)** in various funded institutions

	2011-12					2012-13					2013-14					2014-15					2015-16				
	Lecturer/ Tutor	Assistant Professor	Associate Professor	Others	Total	Lecturer/ Tutor	Assistant Professor	Associate Professor	Others	Total	Lecturer/ Tutor	Assistant Professor	Associate Professor	Others	Total	Lecturer/ Tutor	Assistant Professor	Associate Professor	Others	Total	Lecturer/ Tutor	Assistant Professor	Associate Professor	Others	Total
HKU																									
CUHK																									
HKUST																									
CityU																									
PolyU																									
HKBU																									
LU																									
EdUHK																									
All																									

Table 1: Number of staff **employed on part-time contract terms** in various funded institutions

	2011-12					2012-13					2013-14					2014-15					2015-16				
	Lecturer/ Tutor	Assistant Professor	Associate Professor	Others	Total	Lecturer/ Tutor	Assistant Professor	Associate Professor	Others	Total	Lecturer/ Tutor	Assistant Professor	Associate Professor	Others	Total	Lecturer/ Tutor	Assistant Professor	Associate Professor	Others	Total	Lecturer/ Tutor	Assistant Professor	Associate Professor	Others	Total
HKU																									
CUHK																									
HKUST																									
CityU																									
PolyU																									
HKBU																									
LU																									
EdUHK																									
All																									

Table 1: Total number of staff in each funded institution, irrespective of whether they are employed on tenure or substantiated terms, full-time contract terms (over 12 months), temporary contract terms (less than 12 months) or part-time contract terms.

	2011-12						2012-13						2013-14						2014-15						2015-16					
	Lecturer/ Tutor	Assistant Professor	Associate Professor	Professor	Others	Total	Lecturer/ Tutor	Assistant Professor	Associate Professor	Professor	Others	Total	Lecturer/ Tutor	Assistant Professor	Associate Professor	Professor	Others	Total	Lecturer/ Tutor	Assistant Professor	Associate Professor	Professor	Others	Total	Lecturer/ Tutor	Assistant Professor	Associate Professor	Professor	Others	Total
HKU																														
CUHK																														
HKUST																														
CityU																														
PolyU																														
HKBU																														
LU																														
EdUHK																														
All																														

Abbreviations:

HKU	The University of Hong Kong
CUHK	The Chinese University of Hong Kong
HKUST	The Hong Kong University of Science and Technology
CityU	City University of Hong Kong
PolyU	The Hong Kong Polytechnic University
HKBU	Hong Kong Baptist University
LU	Lingnan University
EdUHK	The Education University of Hong Kong
All	All funded institutions

Asked by: Hon CHAN Tanya (Member Question No. 399)

Reply:

The number of staff on contract and substantive appointment from the 2011/12 to 2015/16 academic years as provided by the University Grants Committee (UGC)-funded universities is at **Annex**. The breakdown by the rank of staff is not readily available.

6. The eight UGC-funded universities are autonomous bodies established pursuant to their respective ordinances and each has established a council to serve as the governing body. Their ordinances and statutes set out their objectives, functions and governance structure and provide the universities with the power and freedom to carry out their objectives and functions.

The UGC Notes on Procedures clearly state that universities enjoy institutional autonomy in the development of curricula and academic standards, selection of staff and students, initiation and conduct of researches, internal allocation of resources, etc, and are accountable in these matters. Universities have their internal mechanisms and guidelines for handling staff management and promotion matters.

**Number of Staff on Contract, Long-term Contract and Substantive Appointment
in UGC-funded Universities, 2012/12 to 2015/16 Academic Years**

2015/16 Academic Year

University	Contract staff	Long-term contract staff	Substantive staff	Total
CityU	1 179	1	1 690	2 870
HKBU	815	0	682	1 497
LU	207	154	154	515
CUHK	2 448	30	2 068	4 546
EdUHK	575	128	522	1 234
PolyU	1 145	76	1 796	3 114
HKUST	1 123	41	1 374	2 538
HKU	2 861	113	1 952	4 926

2014/15 Academic Year

University	Contract staff	Long-term contract staff	Substantive staff	Total
CityU	1 191	2	1 665	2 858
HKBU	784	0	683	1 467
LU	209	155	159	523
CUHK	2 369	30	2 076	4 475
EdUHK	532	141	505	1 189
PolyU	1 030	84	1 842	2 962
HKUST	1 074	30	1 403	2 507
HKU	2 912	137	1 873	4 922

2013/14 Academic Year

University	Contract staff	Long-term contract staff	Substantive staff	Total
CityU	1 236	4	1 602	2 842
HKBU	771	0	667	1 438
LU	217	147	161	525
CUHK	2 339	28	2 075	4 442
EdUHK	534	131	482	1 149
PolyU	969	92	1 921	2 973
HKUST	1 041	23	1 405	2 469
HKU	2 908	125	1 889	4 922

2012/13 Academic Year

University	Contract staff	Long-term contract staff	Substantive staff	Total
CityU	1 291	4	1 551	2 846
HKBU	747	0	652	1 399
LU	213	149	159	521
CUHK	2 271	28	2 064	4 363
EdUHK	550	110	466	1 126
PolyU	884	81	2 006	2 968
HKUST	923	19	1 421	2 363
HKU	2 704	121	1 919	4 744

2011/12 Academic Year

University	Contract staff	Long-term contract staff	Substantive staff	Total
CityU	1 262	5	1 453	2 750
HKBU	674	0	632	1 306
LU	169	133	160	462
CUHK	2 023	30	2 065	4 118
EdUHK	546	75	449	1 070
PolyU	751	39	2 060	2 931
HKUST	742	19	1 429	2 190
HKU	2 537	116	1 955	4 608

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 EdUHK, figures exclude research, honorary and part-time staff; for HKUST, figures exclude honorary and part-time staff.

Abbreviations:

CityU	- City University of Hong Kong
HKBU	- Hong Kong Baptist University
LU	- Lingnan University
CUHK	- The Chinese University of Hong Kong
EdUHK	- The Education University of Hong Kong
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**EDB714****(Question Serial No. 5259)**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:

It is mentioned under "Senior Year Articulation Opportunities" that the number of publicly-funded senior year undergraduate places are being progressively increased from 3 974 (or 1 987 intake places) in the 2011/12 academic year to 9 925 (or 5 000 intake places) in the 2018/19 academic year. Please advise this Committee of the following:

1. What mechanism will be adopted for allocating places to the institutions?
2. When was the mechanism established? How were the criteria under the mechanism set?
3. Have different stakeholders of various institutions been consulted in the setting of criteria?
4. Have the public or various institutions been consulted? If yes, when were they consulted? Where were the consultations conducted? Which stakeholders were consulted?
5. If no consultations were conducted, why are consultations not necessary?
6. Is the mechanism regularly reviewed in the light of the actual circumstances?
7. Are the details of consultation and review accessible to the public for maintaining transparency and openness?

Asked by: Hon CHAN Tanya (Member Question No. 566)Reply:

In the 2014 Policy Address, the Government announced that from the 2015/16 academic year and the following triennium, the intake of senior year undergraduate places in University Grants Committee (UGC)-funded universities would progressively increase by a total of 1 000 places, so that 5 000 meritorious sub-degree graduates will be able to articulate to subsidised degree programmes each year by the 2018/19 academic year. As a modest start in the 2015/16 academic year (which was a roll-over year), the number was increased by 265 to 4 265.

During the academic planning cycle for the 2016/17-2018/19 triennium, the UGC continued to allocate the UGC-funded senior year undergraduate intake places on a competitive basis, taking into account a number of factors, including the bids submitted by the universities, the roles of universities, universities' experience in admitting sub-degree graduates and efforts in promoting the articulation pathways for graduates from both the publicly-funded and self-financing sectors, etc. The UGC assessed UGC-funded universities' bids on the basis of the following criteria which were agreed by the universities –

- (a) the extent to which the university has engaged with Credit Accumulation and Transfer System (CATS) in a manner which facilitates credit recognition and transfer;
- (b) the extent to which there is effective liaison with other post-secondary providers (including those outside the UGC sector) to facilitate articulation arrangements; and
- (c) the extent to which articulation opportunities are provided across the full range of the university's first degree programmes.

As regards the 2019/20 to 2021/22 triennium, planning will commence later this year to tie in with the academic planning cycle of the UGC-funded universities. During the planning stage, the Government and the UGC will decide on, among other things, the number of UGC-funded senior year intake places to be offered in the next triennium as well as the method of allocation of these places to individual universities, in consultation with the universities as necessary.

- End -

CONTROLLING OFFICER'S REPLY**EDB715****(Question Serial No. 5262)**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:

It is mentioned under “Importance of Teaching” that “recognising the importance of teaching excellence in the UGC-funded universities, over 75 per cent of the total Block Grant is for teaching. The academic development planning process for the 2016/17 to 2018/19 triennium has given a strong focus on teaching quality.”

1. Please provide information on the use of the 75% of Block Grant in teaching by the University Grants Committee (UGC)-funded universities in the past 3 years, including but not limited to the proportion of grant used by each university; how the grant was allocated internally among different faculties by the university; and the expenditure items, including salaries of teaching and research staff in various ranks, purchase of teaching aids, etc.
2. It is mentioned that the focus is on teaching quality. What measures and mechanism are in place to ensure that the grant will be put to good use by the 8 universities?
3. Some elementary and frontline teaching staff of the universities, including lecturers and tutors, have a heavy teaching load but are not well remunerated. They are paid a comparatively low salary without any job security. Moreover, they are not appointed on pensionable and permanent terms. What mechanism has been established with the grant to improve their promotion prospects?

Asked by: Hon CHAN Tanya (Member Question No. 87)Reply:

Parts 1 and 3 –

It is noteworthy that “75 per cent of the total Block Grant is for teaching” only refers to the basis for determining the block grant allocation to the University Grants Committee (UGC)-funded universities. Once allocations are approved, universities have a high degree of freedom and responsibility for determining the best use of the resources vested in them. Under institutional autonomy, universities have their own established mechanisms in determining the remuneration packages of their staff, and are accountable for their decisions in this regard. The UGC generally does not micro-manage or intervene in these matters.

Part 2 –

The eight UGC-funded universities are independent statutory bodies, each with its own ordinance and governing council. Each university has its own objectives, functions and governance structure in accordance with its own governing ordinance and statutes. In addition, the governing council is the

supreme governing body over all institutional matters, having powers to do things that are necessary and conducive to the objects of the university.

That notwithstanding, in view of the significant funding the universities receive in the form of Government subvention and private contributions, as well as the importance of higher education to the development of the society, universities should ensure that their funding is put to appropriate use and serves the best interests of the community and students. While safeguarding academic freedom and institutional autonomy, universities should endeavor to maintain transparency and accountability in their operations.

As required by the UGC Notes on Procedures (NoP), the universities, in addition to the annual audit of the financial statements, universities are required to engage independent external auditors to provide an assurance as to whether the university has accounted for the income and expenditure in respect of the funds received from the UGC in accordance with the relevant provisions of the NoP and the grant allocation letters issued by the UGC. Moreover, to provide further assurance of the proper use and application of public funds as represented in the audited financial statements and the annual return, Heads of Universities (HoUs) are requested to provide a Certificate of Accountability to the UGC annually, after the close of each financial year, to confirm that public funds allocated via the UGC and matched donations under the Matching Grant Schemes had been spent in accordance with the NoP, allocation letter and other guidelines and approved Government policies, including the guidelines on no cross-subsidisation.

- End -

CONTROLLING OFFICER'S REPLY**EDB716****(Question Serial No. 5266)**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:

It is mentioned under "Importance of Teaching" that in the 2015/16 and 2016/17 academic years, the University Grants Committee (UGC) continues to support universities in the area of teaching and learning through supporting individual and collaborative projects on teaching and learning, facilitating the establishment of communities of practice by universities, and supporting professional development activities. In the 2016/17 to 2018/19 triennium, time-limited funding of \$140 million has been earmarked for competitive allocation in teaching and learning projects.

1. Please provide information on the funding in the past 3 years, including the numbers of project fund applications from institutions each year, the numbers of projects for which applications were approved, and the success rates?
2. It is mentioned that universities can carry out individual projects on teaching and learning. In the past 3 years, how many projects of the 8 institutions were funded by the UGC? Please also provide (1) the names of the projects; (2) the names of the researchers and their respective academic units or departments; (3) the amounts of funding granted to the projects; (4) the status of the projects, e.g. not yet completed, underway, completed or information unavailable.
3. Has any review been conducted to evaluate whether teaching and learning effectiveness has been enhanced with the project funds? If not, is there any timetable for conducting such a review?

Asked by: Hon CHAN Tanya (Member Question No. 88)Reply:

(1), (2) and (3):

In the 2012-15 triennium, the University Grants Committee (UGC) introduced the "Funding Scheme for Teaching and Learning Related Proposals in the 2012-15 Triennium" (the Funding Scheme) with a view to motivating and better enabling institutions to accelerate the adoption of necessary pedagogical changes and innovations so as to meet the learning needs of the new generation of students and enhance students' learning experience. A total of 54 proposals were received from the eight UGC-funded institutions, among which 23 of the proposals (representing 43%) were approved. Details of the approved projects are at Annex. All of the approved projects commenced in the 2012-15 triennium but, as shown at the Annex, some of the projects are still ongoing until end 2018. A review of the Funding Scheme will be conducted upon completion of all approved projects.

**Approved Projects under
the Funding Scheme for Teaching and Learning Related Proposals in the 2012-15 Triennium**

Project Title	Project Leader(s), University¹	Project Cost² (Funding from the Government in \$million)	Project Status (as at end February 2017)
Collaborative Learning through Immersion Project (CLIP)	- Prof Jeffrey Shaw, School of Creative Media, CityU - Prof K L Tsui, Department of Systems Engineering and Engineering Management, CityU	13.95 (9.765)	In progress
A Collaborative Forum for the Enhancement of Social Work Practicum Education in Hong Kong	- Dr Sylvia Kwok, Department of Applied Social Studies, CityU - Dr Ching Man Lam, Department of Social Work, CUHK - Dr Ernest Chui, Department of Social Work and Social Administration, HKU	1 (0.7)	Completed
Institutional Policy and Practice of Student Intellectual Property Management in Hong Kong Higher Education	- Prof Philip J. Ivanhoe, Department of Public Policy, CityU	0.28 (0.2)	Completed
Professional Development Platform for Innovation and Entrepreneurship	- Dr Hongyi Sun, Department of Systems Engineering and Engineering Management, CityU	1.35 (0.95)	Completed
Establishment of a Resource Centre for Ubiquitous Learning and Pedagogy	- Prof Christopher Keyes, Department of Music, HKBU	5.24 (3.67)	In progress
Nurturing Global Environmental Leadership	- Dr Jill M Y Chiu, Department of Biology, HKBU	3.98 (2.79)	In progress
Reinforcing the Importance of Academic Integrity and Ethics in Students through Blended Learning - A Deployment of Augmented Reality Applications	- Dr Eva Wong, Centre for Holistic Teaching and Learning, HKBU	7.99 (5.59)	In progress
Knowledge & Education Exchange Platform (KEEP)	- Prof Irwin Kuo Chin King, Department of Computer Science and Engineering, CUHK - Prof Wai Yin Poon, Department of Statistics, CUHK - Prof Kit Tai Hau, Department of Educational Psychology, CUHK	15 (10.5)	In progress

Establishment of New Paradigm with Feasible Models in Teaching and Learning Science for Problem Solving and Future Development	<ul style="list-style-type: none"> - Prof Wai Yin Poon, Department of Statistics, CUHK - Prof Thomas Kwok Keung Au, Department of Mathematics, CUHK - Prof Ming Chung Chu, Department of Physics, CUHK - Prof Liwen Jiang, School of Life Sciences, CUHK - Dr Matthew Kin Wah Mak, Department of Chemistry, CUHK - Prof Pang Chui Shaw, School of Life Sciences, CUHK - Prof Teng Fong Wong, Earth System Science Programme, CUHK - Prof Siu Cheung Kong, Department of Mathematics and Information Technology, EdUHK 	10 (7)	In progress
Blended Learning for Building Student-Teachers' Capacity to Learn and Teach Science-related Interdisciplinary Subjects	<ul style="list-style-type: none"> - Dr Yeung Chung Lee, Department of Science and Environmental Studies, EdUHK - Dr Victor Kwok Chi Lau, Department of Curriculum and Instruction, CUHK - Dr Valarie Yip, Faculty of Education, HKU 	4.04 (2.83)	Completed
Developing and Evaluating a Learning Analytics Platform to Support University Teachers for Pedagogical Decision-making in Fostering Reflective Engagement of Students	<ul style="list-style-type: none"> - Prof Siu Cheung Kong, Department of Mathematics and Information Technology, Director of Centre for Learning, EdUHK - Dr Yanjie Song, Department of Mathematics and Information Technology, EdUHK - Dr Kin Man Poon, Department of Mathematics and Information Technology, EdUHK 	7.54 (5.28)	In progress
The Blended & Online Learning & Teaching (BOLT) Project: Collaborative Professional Development for Capacity	<ul style="list-style-type: none"> - Mr Darren Harbutt, Education Development Centre, PolyU 	8.77 (6.14)	In progress

Building in Blended and Online Learning and Teaching in HK	- Prof Cher-ping Lim, Department of Curriculum and Instruction, EdUHK		
Peer Instruction with Students Response System (SRS): Using Mobile Devices as Students Response Systems to Transform Large Classes into an Interactive Learning Environment	- Dr Kevin Hin Wang Chan, Department of Applied Social Sciences, PolyU	4.99 (3.49)	In progress
Enhancing Information Literacy in Hong Kong Higher Education through the Development and Implementation of Shared Interactive Multimedia Courseware	- Dr Shirley Chiu-wing Wong, Pao Yue-kong Library, PolyU	6.2 (4.34)	In progress
To Serve, To Share, To Teach, To Learn: A Collaborative Forum on Service Learning	- Dr Stephen C.F. Chan, Office of Service Learning, PolyU	0.57 (0.4)	Completed
The Geospatial Education Forum (GEF): Resolving the Challenges of a New Geospatial Education Curriculum	- Mr Bruce King, Department of Land Surveying and Geo-informatics, PolyU	0.85 (0.6)	Completed
Professional Development in Enhancing English across the Curriculum	- Dr Julia Chen, English Language Centre, PolyU - Ms Grace Lim, English Language Centre, PolyU - Dr Tracey Costley, Department of English, CityU - Dr Damian Fitzpatrick, English Language Teaching Unit, CUHK - Dr Jose Lai, English Language Teaching Unit, CUHK - Dr Keith Tong, Centre for Language Education, HKUST	1.02 (0.72)	Completed
A Joint E-learning/MOOC Platform for Hong Kong's Tertiary Education Sector	- Prof T C Pong, The Department of Computer Science and Engineering, HKUST	10 (7)	In progress
Self-tutoring e-Platform – SteP	- Prof Jishan Hu, Department of Mathematics, HKUST	3.95 (2.77)	In progress
Interprofessional Team-based Learning for Health Professional Students	- Dr Lap Ki Chan, Li Ka Shing Faculty of Medicine, HKU	5.07 (3.55)	In progress
Developing, Assessing and Providing Direct Evidence of Student Learning in Generic Skills in the Context of Engineering Higher Education in Hong Kong	- Dr Cecilia Chan, Centre for the Enhancement of Teaching and Learning, HKU	4.99 (3.49)	In progress
Using Small Private Online Courses (SPOCs) as Vehicles to Address Fundamental Issues in the Effective	- Prof Ricky Kwok, Department of Electrical and Electronic	4.67 (3.27)	In progress

Design, Organisation, and Assessment of Learning Outcomes in Massive Open Online Courses (MOOCs)	Engineering, Faculty of Engineering, HKU - Prof Nancy Law, Division of Information and Technology Studies, Faculty of Education, HKU		
Professional Development and Capacity Building for Residential Education	- Dr Wilton W.T. Fok, Faculty of Engineering, HKU - Dr Robert T.Y. Chung, Director of Public Opinion Programme, HKU	2.23 (1.56)	Completed
Total		123.7 (86.6)	

Notes

1. Universities -

CityU: City University of Hong Kong
 HKBU: Hong Kong Baptist University
 CUHK: The Chinese University of Hong Kong
 EdUHK: The Education University of Hong Kong
 PolyU: The Hong Kong Polytechnic University
 HKUST: The Hong Kong University of Science and Technology
 HKU: The University of Hong Kong

- For proposals supported under the Funding Scheme, the Government has funded 70% of the project costs whereas the participating university(ies) has/have contributed the remaining 30% of the funding required.

- End -

CONTROLLING OFFICER'S REPLY

EDB717

(Question Serial No. 6769)

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 functions of the University Grants Committee (UGC) Secretariat, please advise on the following:

1. Has the Secretariat maintained reports on value for money audits for its staff in areas such as working hours per week, leave arrangement and gratuity arrangement (if any) of each staff member. If yes, please set out the details?
2. How to measure and assess the performance of the Secretary-General? For example, is the Secretary-General required to provide weekly report on working hours arrangement, use of benefits and leave arrangement? If yes, what are the measurement standards for his performance and bonus (if any)?
3. Are there any accounting principles and guidelines for the compliance of the Secretary-General to enhance the governance and performance of the Secretariat?
4. Will independent persons be invited to set up a committee to review and assess the governance and performance of the Secretariat, and to put forward improvement proposals?

Asked by: Hon CHAN Tanya (Member Question No. 563)

Reply:

1. Civil servants working in the UGC Secretariat are subject to the prevailing government rules and regulations governing their conditions of service applicable to their respective terms of appointment. As regards non-civil service contract (NCSC) staff working in the UGC Secretariat, their terms and conditions of service are subject to the provisions in their respective employment contracts and the prevailing government guidelines governing the employment of NCSC staff. All staff, civil servants or NCSC staff, will have their performance assessed through regular staff appraisal reports.
2. The person occupying the post of Secretary-General of the UGC Secretariat from time to time will have his/her performance assessed through regular staff appraisal reports. There are service-wide guidelines governing performance management in the civil service.
3. As the Controlling Officer of Head: (190) University Grants Committee, Secretary-General of the UGC Secretariat is responsible for discharging the responsibilities of a controlling officer as specified in the Public Finance Ordinance and ensuring the proper use of funds in the UGC Secretariat in compliance with the prevailing government financial and accounting rules and regulations.

4. The UGC Secretariat is subject to audit by the Audit Commission (Audit), and has been and will continue to be fully cooperative with the Audit. In fact, the Audit recently conducted a value for money audit review on the UGC Secretariat and published the Audit Report No. 67 on 23 November 2016, containing, among others, a chapter on the funding of universities by UGC. The Public Accounts Committee (PAC) of the Legislative Council (LegCo) held public hearings on the said chapter and published the PAC Report No. 67 on 15 February 2017. The Government and the UGC generally accept the views and recommendations made by the Audit and the PAC on the funding of universities by UGC. The UGC Secretariat has been taking follow-up actions as appropriate in collaboration with relevant Government bureaux/departments, and is working on a comprehensive response to the PAC for inclusion in the Government Minute, which will be tabled at the LegCo meeting in May 2017.

- End -

CONTROLLING OFFICER'S REPLY

EDB718

(Question Serial No. 6770)

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 funding in the 2016/17 to 2018/19 triennium, provision of \$13,380 million and \$17,819 million is earmarked by the University Grants Committee (UGC) to meet the funding requirements of the UGC-funded universities. Please provide information on the following:

1. What is the established methodology for determining the level of recurrent grants?
2. Are there any revisions between the funding criteria of the previous triennium and the established methodology? If yes, what are the revisions of the criteria?
3. Why is there a difference of almost \$4 billion in the funding for the 2016/17 to 2018/19 triennium?

Asked by: Hon CHAN Tanya (Member Question No. 141)

Reply:

Parts 1, 2 and 3.

The University Grants Committee (UGC) follows a triennial planning cycle for the recurrent grant allocation exercise to the UGC-funded universities. Funding for the 2016/17 to 2018/19 triennium covers provision for the 2016/17, 2017/18 and 2018/19 academic years (each starting from 1 July to 30 June of next year). For the purpose of estimates of expenditure, provision of \$13,388.0 million is earmarked in the 2016-17 financial year to meet the funding requirements of individual universities over the first nine months of 2016/17 academic year (i.e. from 1 July 2016 to 31 March 2017); and \$17,817.9 million is earmarked in 2017-18 for the last three months of 2016/17 academic year (i.e. from 1 April 2017 to 30 June 2017) and first nine months of 2017/18 academic year (i.e. 1 July 2017 to 31 March 2018). This explains for the difference in provision of \$4,429.9 million in 2016-17 and 2017-18.

The recurrent funding for the UGC-funded sector is calculated based primarily on the student number targets and the student unit funding rates as weighed by the relative cost of different levels of study, with any necessary adjustments such as price and pay adjustments. This established mechanism was adopted in the 2012/13 to 2014/15 triennium and 2015/16 roll-over year; as well as the 2016/17 to 2018/19 triennium so as to assure allocation of stable recurrent funding to universities.

- End -

CONTROLLING OFFICER'S REPLY

EDB719

(Question Serial No. 6771)

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 “Importance of Teaching”, the University Grants Committee (UGC) mentioned that a “funding of \$140 million has been earmarked”. Please advise on the following:

1. The provision is time-limited funding. What is the principle behind that? Where does the competitiveness come from? How long is the time limit?
2. Regarding the “teaching and learning projects”, how to make preparation for the allocation of resources, and what criteria are adopted? How to incentivise institutions so as to facilitate development in the areas of teaching and learning?

Asked by: Hon CHAN Tanya (Member Question No. 143)

Reply:

(1) and (2):

In the 2016-19 triennium, the University Grants Committee (UGC) has earmarked a time-limited funding of \$140 million for competitive allocation in teaching and learning projects to incentivise universities in exploring and developing further in the sector-wide strategic areas of teaching and learning, language enhancement and internationalisation under the Funding Scheme for Teaching and Learning Related Proposals in the 2016-19 Triennium (the Funding Scheme). The principles of the Funding Scheme are as follows –

- (a) to fund initiatives that provide impact and take forward strategic goals of UGC;
- (b) to provide flexibility for institutional-specific initiatives;
- (c) to encourage deep collaboration and enhance efficiency; and
- (d) to encourage and reward excellence through competitive allocation.

Funding will be allocated in the academic year of 2016/17, while the project period could be up to three years.

By the deadline of 30 December 2016, we have received a total of 89 proposals from UGC-funded universities. Assessment of the proposals by the Assessment Panel, of which the composition is as follows, is underway –

- (a) A Chairperson (a member of UGC);
- (b) Two Members of UGC/Quality Assurance Council; and
- (c) Two External Reviewers drawn from a pool of six to ten.

The following selection criteria are applied in considering the proposals under the Funding Scheme –

- (a) **Relevance:** to what extent the proposed project encourages the adoption of necessary pedagogical changes and innovations, enhances student learning experience, enhances internationalisation and/or engagement with Mainland China or enhances students' language abilities;
- (b) **Design:** to what extent the project is designed with clear project objectives, specific activities and intended learning outcomes, and includes feasible budgets and timelines;
- (c) **Collaboration:** whether the proposed project in itself involves inter-institutional collaboration and/or to what extent it contributes to more effective inter-institutional collaboration in terms of its impact;
- (d) **Influence:** whether there is an outreach strategy to share outcomes of the proposed project in UGC/higher education sector, and how well the strategy is formulated;
- (e) **Sustainability and capacity building:** whether there is any plan to sustain and scale up the initiative in the future and how well the proposed plan is formulated; and
- (f) **Monitoring and evaluation:** whether a suitable mechanism has been put in place and how well it operates to monitor and evaluate the effectiveness and outcome of the proposed project.

- End -

CONTROLLING OFFICER'S REPLY**EDB720****(Question Serial No. 6772)**Head: (190) University Grants CommitteeSubhead (No. & title): (000) Operating expensesProgramme: University Grants CommitteeControlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)Director of Bureau: Secretary for EducationQuestion:

Regarding "Research Funding and Research Assessment Exercise", please advise:

1. It is stated that the University Grants Committee (UGC) will continue to pursue with the 8 UGC-funded universities various ways to make the allocation of research funding more competitive. What is the existing method?
2. How many projects have been granted funding in each of the institutions over the past 3 financial years? Please provide a breakdown by institution, project title, amount of funding approved and project period.
3. As far as a more competitive allocation of funding is concerned, how many options are being considered? Please provide the details. If no, what are the reasons?

Asked by: Hon CHAN Tanya (Member Question No. 144)Reply:

- 1 & 3. 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 universities on a more competitive basis according to their success in obtaining peer-reviewed Research Grants Council (RGC) Earmarked Research Grants (ERG). 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 universities as part of the Block Grant as infrastructure funding to enable universities 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. On top of the Research Portion, the UGC provides funding under the Block Grant to support the provision of research postgraduate (RPg) places. An increasing number of UGC-funded RPg places has been allocated on a competitive basis starting from the 2012/13 academic year, and 50% of such places have been competitively allocated by 2016/17.

The UGC conducted a comprehensive review of the competitive allocation mechanism of the Research Portion in 2015. The UGC concluded that the prevailing funding methodology for the Research Portion informed by the results of the Research Assessment Exercise (RAE) and the universities' success in the RGC ERG was effective in achieving the intended objectives of the mechanism. As for the allocation of RPg places, the UGC considered it appropriate to allocate 50% of the places on a competitive basis and 50% of the places on a historical basis, which could strike a balance in terms of fostering competition as well as maintaining sustainability and stability of research resources. Therefore, the UGC concluded that the prevailing funding and allocation methodology for the Research Portion and the RPg places should be continued in the 2016/17 to 2018/19 triennium.

The UGC is mindful of the need to continue to build up our research capability in order to stay competitive in the globalised higher education sector, and to encourage universities to continue pursuing research excellence and conduct research of local relevance with high economic and social benefits. Part of the Research Portion and RPg places are allocated with regard to universities' performance in the RAE. To this end, the UGC, with the support of universities, is considering conducting another RAE with the inclusion of research impact as one of the elements of assessment.

2. There were 1 236, 1 192 and 1 211 research projects* under various competitive funding schemes administered by the RGC awarded to the UGC-funded universities in the past three academic years (2014/15 to 2016/17). Breakdowns of the amount of funding awarded and the number of approved projects by university are provided 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.

* Position up to 28 February 2017.

University	2014/15		2015/16		2016/17 (Note 1)	
	Amount of funding (\$ million)	No. of approved projects	Amount of funding (\$ million)	No. of approved projects	Amount of funding (\$ million)	No. of approved projects
City University of Hong Kong	121.1	187	172.2	196	139.0	181
Hong Kong Baptist University	49.3	84	49.5	72	46.0	74
Lingnan University	3.5	12	7.6	20	4.6	10
The Chinese University of Hong Kong	217.3	256	212.6	249	298.7	264
The Education University of Hong Kong	19.2	34	27.3	48	13.7	28
The Hong Kong Polytechnic University	123.6	177	118.4	159	113.4	173
The Hong Kong University of Science and Technology	154.8	181	196.8	182	265.2	188
The University of Hong Kong	414.2	305	255.0	266	423.8	293
Total ^(Note 2)	1,103.0	1 236	1,039.4	1 192	1,304.3	1 211

Note 1 Position up to 28 February 2017.

Note 2 Figures may not add up due to rounding.

Details of the projects including the titles, participating universities and amount awarded are available 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.

- End -

CONTROLLING OFFICER'S REPLY

EDB721

(Question Serial No. 6774)

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 institutional and financial governance of universities, please advise this Committee of the following:

1. the numbers of researchers employed on tenure or substantiated terms in various funded institutions for the past 5 financial years by institution, rank and year (as shown in Table 2);
2. the numbers of researchers employed on full-time contract terms (over 12 months) in various funded institutions for the past 5 financial years by institution, rank and year (as shown in Table 2);
3. the numbers of researchers employed on temporary contract terms (less than 12 months) in various funded institutions for the past 5 financial years by institution, rank and year (as shown in Table 2);
4. the numbers of researchers employed on part-time contract terms in various funded institutions for the past 5 financial years by institution, rank and year (as shown in Table 2);
5. the total numbers of researchers employed, irrespective of whether they are employed on tenure or substantiated terms, full-time contract terms (over 12 months), temporary contract terms (less than 12 months) or part-time contract terms, in various funded institutions for the past 5 financial years by institution, rank and year (as shown in Table 2); and
6. the ways to ensure that contract researchers have the chance to be promoted to tenured positions.

		2011-12					2012-13					2013-14					2014-15					2015-16				
		Research Assistant	Senior Research Assistant	Post-doctoral fellow	Research Assistant Professor	Others	Total	Research Assistant	Senior Research Assistant	Post-doctoral fellow	Research Assistant Professor	Others	Total	Research Assistant	Senior Research Assistant	Post-doctoral fellow	Research Assistant Professor	Others	Total	Research Assistant	Senior Research Assistant	Post-doctoral fellow	Research Assistant Professor	Others	Total	
	HKU																									
	CUHK																									
	HKUST																									
	CityU																									
	PolyU																									
	HKBU																									
	LU																									
	EdUHK																									
	All																									

Table 3: Number of researchers **employed on temporary contract terms (less than 12 months)** in various funded institutions

2015-16		2014-15					2013-14					2012-13					2011-12							
Total	Others	Research Assistant Professor	Post-doctoral fellow	Senior Research Assistant	Research Assistant	Total	Others	Research Assistant Professor	Post-doctoral fellow	Senior Research Assistant	Research Assistant	Total	Others	Research Assistant Professor	Post-doctoral fellow	Senior Research Assistant	Research Assistant	Total	Others	Research Assistant Professor	Post-doctoral fellow	Senior Research Assistant	Research Assistant	
																				</				

Table 4: Number of researchers **employed on part-time contract terms** in various funded institutions

2015-16			2014-15			2013-14			2012-13			2011-12			
Total	Others	Research Assistant Professor	Total	Others	Research Assistant Professor	Total	Others	Research Assistant Professor	Total	Others	Research Assistant Professor	Total	Others	Research Assistant Professor	
											</				

Table 5: Total number of researchers in each funded institution, irrespective of whether they are employed on tenure or substantiated terms, full-time contract terms (over 12 months), temporary contract terms (less than 12 months) or part-time contract terms.

2015-16			2014-15			2013-14			2012-13			2011-12						
Total	Others	Research Assistant Professor	Post-doctoral fellow	Senior Research Assistant	Research Assistant	Total	Others	Research Assistant Professor	Post-doctoral fellow	Senior Research Assistant	Research Assistant	Total	Others	Research Assistant Professor	Post-doctoral fellow	Senior Research Assistant	Research Assistant	

Abbreviations:

HKU	The University of Hong Kong
CUHK	The Chinese University of Hong Kong
HKUST	The Hong Kong University of Science and Technology
CityU	City University of Hong Kong
PolyU	The Hong Kong Polytechnic University
HKBU	Hong Kong Baptist University
LU	Lingnan University
EdUHK	The Education University of Hong Kong
All	All funded institutions

Asked by: Hon CHAN Tanya (Member Question No. 97)

Reply:

- 1-5. The number of research staff employed on substantive appointment, full-time contract terms, temporary contract terms, part-time contract terms in the eight University Grants Committee(UGC)-funded universities in the past five years are set out at Annex. The breakdown by the rank of staff is not readily available.
6. The eight UGC-funded universities are autonomous bodies established pursuant to their respective ordinances and each has established a council to serve as the governing body. Their ordinances and statutes set out their objectives, functions and governance structure and provide the universities with the power and freedom to carry out their objectives and functions.

The UGC Notes on Procedures clearly state that universities enjoy institutional autonomy in the development of curricula and academic standards, selection of staff and students, initiation and conduct of researches, internal allocation of resources, etc, and are accountable in these matters. Universities have their internal mechanisms and guidelines for handling staff management and promotion matters.

**Number of Research Staff on Substantive Appointment, Full-time Contract
Temporary Contract and Part-time Appointment in UGC-funded Universities
(2011-12 to 2015-16)**

2012

University	Substantive staff	Full-time contract staff	Temporary contract staff	Part-time staff	Total
CityU	0	418	367	225	1 010
HKBU	0	73	241	31	345
LU	0	16	16	17	49
CUHK	0	424	155	69	648
EdUHK	0	97	65	174	336
PolyU	0	110	387	117	614
HKUST	0	51	475	31	557
HKU	3	932	478	320	1 733

2013

University	Substantive staff	Full-time contract staff	Temporary contract staff	Part-time staff	Total
CityU	0	439	374	235	1 048
HKBU	0	87	247	43	377
LU	0	12	28	20	60
CUHK	0	458	182	93	733
EdUHK	0	78	86	121	285
PolyU	0	115	350	130	595
HKUST	0	37	520	36	593
HKU	3	981	457	305	1 746

2014

University	Substantive staff	Full-time contract staff	Temporary contract staff	Part-time staff	Total
CityU	0	443	366	275	1 084
HKBU	0	108	277	42	427
LU	0	5	40	19	64
CUHK	0	456	193	91	740
EdUHK	0	61	122	139	322
PolyU	0	108	395	159	662
HKUST	0	40	532	50	622
HKU	3	995	536	348	1 882

2015

University	Substantive staff	Full-time contract staff	Temporary contract staff	Part-time staff	Total
CityU	0	429	354	422	1 205
HKBU	0	115	281	45	441
LU	0	17	37	27	81
CUHK	0	528	218	100	846
EdUHK	0	87	130	156	373
PolyU	0	136	460	169	765
HKUST	0	63	563	56	682
HKU	3	995	532	422	1 952

2016

University	Substantive staff	Full-time contract staff	Temporary contract staff	Part-time staff	Total
CityU	0	405	410	464	1 279
HKBU	0	117	328	44	489
LU	0	14	49	27	90
CUHK	0	606	262	124	992
EdUHK	0	109	102	198	409
PolyU	0	185	604	199	988
HKUST	0	78	566	70	714
HKU	3	1 078	498	455	2 034

Note:

1. Full-time contract staff refers to staff employed on contracts of more than 12 months contract period.
2. Temporary contract staff refers to staff employed on contract of one year or less contract period.
3. Figures are based on information provided by UGC-funded universities as at 30 June of the year, except that CUHK figures are as at 31 January.

Abbreviations:

CityU	City University of Hong Kong
HKBU	Hong Kong Baptist University
LU	Lingnan University
CUHK	The Chinese University of Hong Kong
EdUHK	The Education University of Hong Kong
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**EDB722****(Question Serial No. 6778)**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:

What is the number of students with disabilities enrolled in sub-degree and undergraduate programmes in the past 6 years, broken down by the type of disabilities? (please fill in the table below)

Specific Learning Disabilities	Sub-degree	Undergraduate
2011-12		
2012-13		
2013-14		
2014-15		
2015-16		
2016-17		

Autism Spectrum Disorders	Sub-degree	Undergraduate
2011-12		
2012-13		
2013-14		
2014-15		
2015-16		
2016-17		

Attention Deficit/Hyperactivity Disorder	Sub-degree	Undergraduate
2011-12		
2012-13		
2013-14		
2014-15		
2015-16		
2016-17		

Physical Disability	Sub-degree	Undergraduate
2011-12		
2012-13		
2013-14		
2014-15		
2015-16		
2016-17		

Visual Impairment	Sub-degree	Undergraduate
2011-12		
2012-13		
2013-14		
2014-15		
2015-16		
2016-17		

Hearing Impairment	Sub-degree	Undergraduate
2011-12		
2012-13		
2013-14		
2014-15		
2015-16		
2016-17		

Speech and Language Impairment	Sub-degree	Undergraduate
2011-12		
2012-13		
2013-14		
2014-15		
2015-16		
2016-17		

Others	Sub-degree	Undergraduate
2011-12		
2012-13		
2013-14		
2014-15		
2015-16		
2016-17		

Asked by: Hon CHAN Tanya (Member Question No. 375)

Reply:

The number of students with special educational needs studying full-time University Grants Committee-funded sub-degree and undergraduate programmes by type of disability from the 2011/12 to 2016/17 academic years is set out at **Annex**.

**Number of Students with Special Educational Needs^(note 1)
Pursuing Full-time UGC-funded Sub-degree and Undergraduate Programmes,
2011/12 to 2016/17 Academic Years**

Type of Disability	Academic Year	Sub-degree	Undergraduate
Specific Learning Difficulties	2011/12	1	8
	2012/13	1	13
	2013/14	-	18
	2014/15	-	23
	2015/16	-	19
	2016/17 (provisional)	1	30
Autism Spectrum Disorders	2011/12	2	6
	2012/13	2	9
	2013/14	1	9
	2014/15	-	8
	2015/16	-	13
	2016/17 (provisional)	-	18
Attention Deficit/ Hyperactivity Disorder	2011/12	1	6
	2012/13	-	10
	2013/14	-	12
	2014/15	-	10
	2015/16	-	13
	2016/17 (provisional)	1	19
Physical Disability	2011/12	3	32
	2012/13	2	32
	2013/14	1	33
	2014/15	2	41
	2015/16	2	43
	2016/17 (provisional)	-	48
Visual Impairment	2011/12	1	35
	2012/13	1	42
	2013/14	1	31
	2014/15	-	36
	2015/16	-	38
	2016/17 (provisional)	-	32
Hearing Impairment	2011/12	1	38
	2012/13	1	55
	2013/14	1	62
	2014/15	1	82
	2015/16	1	85
	2016/17 (provisional)	2	83
Speech and Language Impairment	2011/12	1	1
	2012/13	-	4
	2013/14	-	4
	2014/15	-	5
	2015/16	-	5
	2016/17 (provisional)	-	8
Mental Illness	2011/12	1	6
	2012/13	-	10
	2013/14	-	18
	2014/15	-	27
	2015/16	-	40
	2016/17 (provisional)	1	39

Type of Disability	Academic Year	Sub-degree	Undergraduate
Others ^(note 2)	2011/12	2	49
	2012/13	5	69
	2013/14	7	62
	2014/15	7	72
	2015/16	6	83
	2016/17 (provisional)	8	90

Notes:

1. Figures are compiled based on the data provided by the UGC-funded universities based on information as reported by individual students via the Common Data Collection Format.
2. Including multiple types of disabilities.
3. '-' denotes nil.

- End -

CONTROLLING OFFICER'S REPLY**EDB723****(Question Serial No. 5325)**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 out the number of places and amounts of funding in each of the past five school years and the coming school year for full-time and part-time, publicly-funded and self-financing degree and sub-degree social work programmes in various post-secondary colleges:

post-secondary colleges	full-time/ part-time	publicly-funded/ self-financing	Degree / sub-degree	Number of places					
				2012-13	2013-14	2014-15	2015-16	2016-17	2017-18

post-secondary colleges	full-time/ part-time	publicly-funded/ self-financing	Degree / sub-Degree	Amounts of funding					
				2012-13	2013-14	2014-15	2015-16	2016-17	2017-18

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 1030)Reply:

The approved numbers of the University Grants Committee (UGC)-funded places of the sub-degree and undergraduate social work programmes from the 2012/13 to 2017/18 academic years are at **Annex A**. The bulk of recurrent grants to the universities are in the form of a block grant based on the approved student numbers allocated to universities. 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 universities. Based on the information as reported by the universities, the average student unit costs per annum at sub-degree and undergraduate levels for the 2012/13 to 2015/16 academic years were \$149,000 and \$218,000 respectively, the bulk of which is subsidised by Government subvention with the remainder funded by income from tuition fee (i.e. \$15,040, \$31,575 and \$42,100 for UGC-funded sub-degree programmes offered by the Education University of Hong Kong, UGC-funded sub-degree programmes offered by other universities and full-time UGC-funded undergraduate programmes respectively). The average student unit cost for the 2016/17 academic year and beyond is not yet available.

The number of estimated intakes of full-time locally-accredited self-financing undergraduate (including top-up degree) and sub-degree social work programmes from the 2012/13 to 2017/18 academic years are set out at **Annex B**.

**Approved Number of Sub-degree and Undergraduate Places of the UGC-funded
Social Work Programme by University, 2012/13 to 2017/18**

full-time equivalent

University	UGC-funded Undergraduate / Sub-degree	Number of Approved Intake Places					
		2012/13	2013/14	2014/15	2015/16	2016/17	2017/18
First-year Intake							
CityU	Undergraduate (3-year programme)	60	N.A.	N.A.	N.A.	N.A.	N.A.
CityU	Undergraduate (4-year programme)	60	60	60	60	60	60
HKBU	Undergraduate (3-year programme)	43	N.A.	N.A.	N.A.	N.A.	N.A.
HKBU	Undergraduate (4-year programme)	43	43	43	43	43	43
CUHK	Undergraduate (3-year programme)	48	N.A.	N.A.	N.A.	N.A.	N.A.
CUHK	Undergraduate (4-year programme)	48	48	48	48	48	48
PolyU	Sub-degree	40	35	-	-	-	-
PolyU	Undergraduate (3-year programme)	39	N.A.	N.A.	N.A.	N.A.	N.A.
PolyU	Undergraduate (4-year programme)	39	39	39	39	36	36
HKU	Undergraduate (3-year programme)	40	N.A.	N.A.	N.A.	N.A.	N.A.
HKU	Undergraduate (4-year programme)	40	40	40	40	38	38
Total	Sub-degree	40	35	-	-	-	-
	Undergraduate	460	230	230	230	225	225
Senior Year Intake							
CityU	Undergraduate	25	25	25	25	25	25
HKBU	Undergraduate	12	12	12	12	16	18
PolyU	Undergraduate	16	16	16	16	16	12
Total		53	53	53	53	57	55

Notes:

1. To tie in with the implementation of the new academic structure, UGC-funded universities admitted two cohorts of undergraduate students under the old and new academic structures in the 2012/13 academic year.
2. All UGC-funded social work programmes for the 2012/13 to 2017/18 academic years are full-time programmes.
3. '-' denotes 'nil'.
4. The above are all full-time programmes.
5. Abbreviations for university 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 of Full-time Locally-accredited
Self-financing Undergraduate and Sub-degree Social Work Programmes**

Institutions	Level of Study	Number of Estimated Intakes					
		2012/13	2013/14	2014/15	2015/16	2016/17	2017/18#
Caritas Institute of Higher Education	Sub-degree	120	120	120	120	120	120
City University of Hong Kong - Community College of City University	Sub-degree	125	125	125	125	125	72
Gratia Christian College	First-year-first-degree	-	-	-	60	60	40
	Top-up degree	-	-	-	-	-	20
Hong Kong College of Technology	Sub-degree	80	40	40	40	40	40
Hong Kong Shue Yan University	First-year-first-degree	44	35	38	40	40	40
The Chinese University of Hong Kong - School of Continuing and Professional Studies	Sub-degree	-	-	50	50	50	50
The Education University of Hong Kong	Sub-degree	45	-	70	-	-	-
The Hong Kong Polytechnic University - Hong Kong Community College	Sub-degree	-	-	-	-	80	80
Vocational Training Council	Sub-degree	50	50	50	75	75	75

Notes:

“-” denotes no relevant programmes were offered.

“#” Provisional figures.

- End -

CONTROLLING OFFICER'S REPLY

EDB724

(Question Serial No. 5494)

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 recent years, many services of universities, such as security and cleaning services, are outsourced. Has the University Grants Committee set criteria for institutions, such as requiring them to invite a public tender when the value of service exceeds a certain amount? What stakeholders need to be included in the tender board?

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 6064)

Reply:

The eight University Grants Committee (UGC)-funded universities are independent statutory bodies which enjoy a high degree of autonomy in academic and administrative matters. Each university has established mechanisms and internal guidelines governing institutional affairs including procurement and tender procedures etc. In line with the principle of institutional autonomy, the UGC generally does not micro-manage or intervene in these matters.

- End -

CONTROLLING OFFICER'S REPLY**EDB725****(Question Serial No. 5723)**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:

It is mentioned that “sub-degree graduates will be able to articulate to subsidised degree programmes”. Please provide information on the categories of such programmes like science, engineering, social sciences and arts. What are the criteria for University Grants Committee (UGC) to determine the numbers of subsidised places allocated to the respective subsidised degree programmes each year?

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 2501)Reply:

In the 2014 Policy Address, the Government announced that from the 2015/16 academic year and the following triennium, the intake of senior year undergraduate places in University Grants Committee (UGC)-funded universities would progressively increase by a total of 1 000 places, so that 5 000 meritorious sub-degree graduates will be able to articulate to subsidised degree programmes each year by the 2018/19 academic year. As a modest start in the 2015/16 academic year (which was a roll-over year), the number was increased by 265 to 4 265.

During the academic planning cycle for the 2016/17-2018/19 triennium, the UGC continued to allocate the UGC-funded senior year undergraduate intake places on a competitive basis, taking into account a number of factors, including the bids submitted by the universities, the roles of universities, universities' experience in admitting sub-degree graduates and efforts in promoting the articulation pathways for graduates from both the publicly-funded and self-financing sectors, etc. The UGC assessed UGC-funded universities' bids on the basis of the following criteria which were agreed by the universities –

- (a) the extent to which the university has engaged with Credit Accumulation and Transfer System (CATS) in a manner which facilitates credit recognition and transfer;
- (b) the extent to which there is effective liaison with other post-secondary providers (including those outside the UGC sector) to facilitate articulation arrangements; and
- (c) the extent to which articulation opportunities are provided across the full range of the university's first degree programmes.

UGC-funded universities enjoy a lot of latitude in determining the distribution of senior year intake places across different disciplines, having regard to the distribution of sub-degree graduates (in both publicly-funded and self-financing sectors) across various disciplines, students' interests, community needs and their own development goals. In the 2016/17 academic year, senior year undergraduate places are available in all broad academic programme categories (APCs), i.e. Medicine, Dentistry and Health; Sciences; Engineering and Technology; Business and Management; Social Sciences; Arts and Humanities; and Education.

As regards the 2019/20 to 2021/22 triennium, planning will commence later this year to tie in with the academic planning cycle of the UGC-funded universities. During the planning stage, the Government and the UGC will decide on, among other things, the number of UGC-funded senior year intake places to be offered in the next triennium as well as the method of allocation of these places to individual universities, in consultation with the universities as necessary.

- End -

CONTROLLING OFFICER'S REPLY**EDB726****(Question Serial No. 5724)**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 tabulated information on the recipients under the Hong Kong PhD Fellowship Scheme for the past 5 years in terms of nationality, age on admission for the first year of study and research area such as engineering, science, social science and literature.

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 2502)Reply:

The breakdown of the Hong Kong PhD Fellowship Scheme (HKPFS) awardees by broad academic programme category and place of origin from the 2012/13 to 2016/17 academic years is tabulated below:

Academic Year	Broad Academic Programme Category	Place of Origin			(Headcount)
		Local	Mainland	Other Non-local	Total
2012/13	Medicine, Dentistry and Health	2	7	-	9
	Sciences	5	31	12	48
	Engineering and Technology	1	31	16	48
	Business and Management	1	2	4	7
	Social Sciences	4	11	9	24
	Arts and Humanities	3	7	15	25
	Education	-	3	1	4
Total		16	92	57	165
2013/14	Medicine, Dentistry and Health	-	11	5	16
	Sciences	5	43	10	58
	Engineering and Technology	4	35	22	61
	Business and Management	-	3	2	5
	Social Sciences	3	8	11	22
	Arts and Humanities	1	3	18	22
	Education	1	-	-	1
Total		14	103	68	185
2014/15	Medicine, Dentistry and Health	-	13	3	16
	Sciences	4	43	12	59
	Engineering and Technology	-	60	25	85
	Business and Management	1	4	3	8
	Social Sciences	4	5	18	27
	Arts and Humanities	4	6	17	27
	Education	-	-	1	1
Total		13	131	79	223

Academic Year	Broad Academic Programme Category	Place of Origin			Total
		Local	Mainland	Other Non-local	
2015/16	Medicine, Dentistry and Health	-	9	3	12
	Sciences	6	51	13	70
	Engineering and Technology	2	55	20	77
	Business and Management	1	4	3	8
	Social Sciences	1	9	10	20
	Arts and Humanities	3	5	19	27
	Education	1	-	1	2
Total		14	133	69	216
2016/17	Medicine, Dentistry and Health	3	10	8	21
	Sciences	5	50	24	79
	Engineering and Technology	3	38	25	66
	Business and Management	-	6	6	12
	Social Sciences	1	6	17	24
	Arts and Humanities	2	9	13	24
	Education	1	1	3	5
Total		15	120	96	231

The HKPFS aims at attracting the best and brightest students to pursue their research-based PhD programmes in Hong Kong's UGC-funded universities, irrespective of their country of origin, prior work experience, ethnic background and age. In this connection, information on the age on admission for the first year of study of the HKPFS awardees is not available.

- End -

CONTROLLING OFFICER'S REPLY**EDB727****(Question Serial No. 5725)**

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 advise on the respective amounts of funding for “Knowledge Transfer” allocated to each institution by the University Grants Committee (UGC), the criteria adopted for such funding and the kinds of activities held by each institution.

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 2503)

Reply:

In the 2016-19 triennium, knowledge transfer (KT) funding of \$62.5 million per year is available for allocation to the UGC-funded universities to further strengthen and broaden their KT endeavours. The funding allocation to each university is based on a metrics-based formula which takes into account (i) the teaching element of the UGC block grant in the funding year, and (ii) the sum of the research element of the UGC block grant in the funding year and the total funding received from the Research Grants Council in the preceding funding year, with the latter carrying a weight of four. The KT funding allocation to the UGC-funded universities for the 2016/17 academic year is set out below –

University	KT Funding (\$million)
City University of Hong Kong	8.72
Hong Kong Baptist University	3.75
Lingnan University	1.22
The Chinese University of Hong Kong	13.49
The Education University of Hong Kong	2.55
The Hong Kong Polytechnic University	9.30
The Hong Kong University of Science and Technology	8.72
The University of Hong Kong	14.75
Total	62.50

Note: Figures may not add up to the total due to rounding.

Universities have different strategies and activities in KT which is commensurate with their role, mission and areas of strengths. They conduct a wide range of KT activities, for example engaging in consultancy, researches, spin out companies and licensing. They have also engaged in continuing professional development directed at business and social enterprises. Universities have also employed a variety of other mechanisms to particularly cater for KT in arts, humanities and social sciences, including the setting up of websites for dissemination of knowledge, organisation of seminars, workshops, conferences, exhibitions and other public events.

- End -

CONTROLLING OFFICER'S REPLY

EDB728

(Question Serial No. 6606)

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 set out the numbers of students with special educational needs (SEN) pursuing tertiary programmes (sub-degree and diploma) and degree programmes, and their respective percentages out of the total numbers of SEN students and tertiary students for the past 5 financial years.
2. Please set out the numbers of SEN students graduated from tertiary programmes (sub-degree and diploma) and degree programmes, and their respective percentages out of the total numbers of SEN students and tertiary graduates for the past 5 financial years.
3. Please set out the numbers of SEN students pursuing tertiary programmes outside Hong Kong for the past 5 financial years.

Asked by: Hon CHEUNG Chiu-hung, Fernando (Member Question No. 2215)

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 2012/13 to 2016/17 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 2012/13 to 2016/17 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, 2012/13 to 2016/17 Academic Years**

(headcount)

Academic year	Level of study	Total number of SEN students	Percentage share to total number of students
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	339	0.4%
	Total	348	0.4%
2016/17 (provisional)	Sub-degree	13	0.4%
	Undergraduate	367	0.4%
	Total	380	0.4%

**Number of Full-time Final Year Students with Special Educational Needs (SEN)
in UGC-funded Sub-degree and Undergraduate Programmes, 2012/13 to 2016/17 Academic Years**

(headcount)

Academic year	Level of study	Total number of final year students with SEN	Percentage share to total number of final year students
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	82	0.4%
	Total	86	0.4%
2016/17 (provisional)	Sub-degree	4	0.2%
	Undergraduate	87	0.4%
	Total	91	0.4%

- End -

CONTROLLING OFFICER'S REPLY**EDB729****(Question Serial No. 3578)**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) Regarding the self-financing programmes offered by various funded universities, would the Controlling Officer provide the following information:
- (1) the respective numbers of various types of self-financing programmes (i.e. sub-degree, undergraduate, taught postgraduate and research postgraduate programmes) offered by the departments of each funded university in each of the past 5 academic years, as well as (i) the student intakes, (ii) the tuition fee income, (iii) the numbers 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
 - (2) the amounts of surpluses/deficits arising from self-financing programmes offered by the departments of each funded university in each of the past 5 academic years.
- (b) Regarding the taking over of the Centennial College (the College) under the University of Hong Kong (HKU) by the HKU School of Professional and Continuing Education (HKUSPACE) last year, would the Controlling Officer advise of:
- (1) the respective numbers of students of all the programmes offered by the College from the 2013/14 to 2016/17 academic years by year of study; and
 - (2) whether the Government was aware of the College's difficulties in operation before the takeover was announced; if yes, when did the situation come to its attention?

Asked by: Hon IP Kin-yuen (Member Question No. 55)Reply:

- (a) (1) 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 universities and their actual intakes for the 2012/13 to 2016/17 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 universities for the 2012/13 to 2016/17 academic years are set out at Annexes C and D.

According to the information provided by UGC-funded universities, the tuition fee income, 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

2012/13 to 2015/16 academic years are set out at Annexes E and F. Information for the 2016/17 academic year is not available.

(2) According to the information provided by UGC-funded universities, the surplus / deficit from self-financing programmes for the 2012/13 to 2015/16 academic years is at Annex G. Information for the 2016/17 academic year is not available.

- (b) Self-financing post-secondary institutions have institutional autonomy in administration and will take into account a host of factors, such as mission and vision, demand for programmes and long-term development, etc., when making management and operation arrangements. The Education Bureau has constant communication with institutions to understand their latest development and to exchange views on issues of mutual interest.

According to the information provided by Centennial College, its total number of students enrolled from the 2013/14 to 2016/17 academic year (AY) is set out in the table below –

	2013/14 AY	2014/15 AY	2015/16 AY	2016/17 AY (provisional figure as at 31 October 2016)
Total number of students enrolled	471	609	622	371

**Number of Full-time Locally-accredited Self-financing Sub-degree, First-year-first-degree and Top-up Degree Programmes
Offered by UGC-funded Universities for the 2012/13 to 2016/17 Academic Years**

University	2012/13 Academic Year			2013/14 Academic Year			2014/15 Academic Year			2015/16 Academic Year			2016/17 Academic Year		
	Number of Programmes			Number of Programmes			Number of Programmes			Number of Programmes			Number of Programmes		
	Sub-degree ^[1]	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
City University of Hong Kong and its School of Continuing and Professional Education and Community College of City University	36	-	22	36	-	22	36	-	13	34	-	13	34	6	16
Hong Kong Baptist University and its School of Continuing Education and College of International Education	25	-	10	28	-	10	30	1	17	34	1	18	38	1	18
Lingnan University and its Community College at Lingnan University and Lingnan Institute of Further Education	44	-	-	39	-	-	35	-	-	17	-	-	27	-	-
School of Continuing and Professional Studies, The Chinese University of Hong Kong	28	-	4	30	-	4	32	-	6	27	-	7	24	-	5
The Education University of Hong Kong	4	5	6	3	6	2	4	7	6	2	7	6	-	7	7
The Hong Kong Polytechnic University and its School of Professional Education and Executive Development and Hong Kong Community College	36	-	23	35	-	26	35	-	30	35	-	27	34	-	29
The Hong Kong University of Science and Technology	-	-	-	-	-	-	-	1	-	-	1	-	-	1	-
The University of Hong Kong - HKU SPACE and HKU SPACE Community College	27	1	1	32	4	4	35	4	5	29	4	17	28	4	14

Notes:

[1] Includes 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 Universities for the 2012/13 to 2016/17 Academic Years**

University	2012/13 Academic Year				2013/14 Academic Year				2014/15 Academic Year				2015/16 Academic Year				2016/17 Academic Year			
	Actual Intakes				Actual Intakes				Actual Intakes				Actual Intakes				Actual Intakes ^[1]			
	Sub-degree ^[2]	First-year-first-degree	Top-up Degree	Total	Sub-degree	First-year-first-degree	Top-up Degree	Total	Sub-degree	First-year-first-degree	Top-up Degree	Total	Sub-degree	First-year-first-degree	Top-up Degree	Total	Sub-degree	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	3 611	-	1 132	4 743	3 370	-	1 673	5 043	2 457	-	1 794	4 251	3 299	-	1 110	4 409	3 392	236	688	4 316
Hong Kong Baptist University and its School of Continuing Education and College of International Education	2 853	-	672	3 525	1 750	-	693	2 443	1 861	132	982	2 975	1 888	126	950	2 964	1 874	137	898	2 909
Lingnan University and its Community College at Lingnan University and Lingnan Institute of Further Education	3 514	-	-	3 514	1 333	-	-	1 333	601	-	-	601	499	-	-	499	475	-	-	475
School of Continuing and Professional Studies, The Chinese University of Hong Kong	1 410	-	163	1 573	979	-	295	1 274	1 171	-	387	1 558	1 074	-	220	1 294	957	-	137	1 094
The Education University of Hong Kong	333	295	119	747	181	350	109	640	212	358	126	696	115	288	131	534	-	284	125	409
The Hong Kong Polytechnic University and its School of Professional Education and Executive Development and Hong Kong Community College	4 704	-	1 746	6 450	3 810	-	1 776	5 586	3 591	-	2 133	5 724	3 713	-	1 806	5 519	4 224	-	1 701	5 925
The Hong Kong University of Science and Technology	-	-	-	-	-	-	-	-	-	41	-	41	-	48	-	48	-	56	-	56
The University of Hong Kong - HKU SPACE & HKU SPACE Community College	5 181	-	39	5 220	2 532	57	230	2 819	2 911	71	349	3 331	2 719	60	486	3 265	2 932	50	315	3 297

Notes:

[1] Provisional figures as at late October 2016. The final actual intakes may vary.

[2] Includes sub-degree programmes provided under the old academic structure.

“-” Indicates that no relevant programmes were offered by the universities.

**Number of Locally-Accredited Self-financing Taught Postgraduate Programmes Offered by UGC-funded Universities and their Actual Student Intake
for the 2012/13 to 2016/17 Academic Years**

University	2012/13 Academic Year		2013/14 Academic Year		2014/15 Academic Year		2015/16 Academic Year		2016/17 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	68	3 049	66	3 240	68	3 466	63	3 334	60	NA
Hong Kong Baptist University	59	2 000	63	2 332	69	2 392	59	2 029	67	NA
Lingnan University	9	337	8	232	9	318	10	305	10	NA
The Chinese University of Hong Kong	184	5 411	201	6 070	206	5 686	186	5 250	189	NA
The Education University of Hong Kong	20	526	24	745	24	725	23	692	32	NA
The Hong Kong Polytechnic University	96	3 358	103	3 729	105	3 743	89	3 546	169	NA
The Hong Kong University of Science and Technology	43	1 425	50	1 575	52	1 763	51	1 815	59	NA
The University of Hong Kong	162	4 212	169	4 568	184	4 514	163	4 844	182	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 Universities and their Actual Student Intake
for the 2012/13 to 2016/17 Academic Years**

University	2012/13 Academic Year		2013/14 Academic Year		2014/15 Academic Year		2015/16 Academic Year		2016/17 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	3	3	7	8	7	6	9	12	9	NA
The Hong Kong University of Science and Technology	1	43	1	38	1	0	-	-	-	-
The University of Hong Kong	47	71	55	97	56	100	50	87	50	NA

Notes:

1. Research postgraduate programmes include M Phil and PhD programmes and figures include both full-time and part-time mode of study.
2. “#” denotes provisional figures.
3. NA denotes not available.

Tuition fee income from self-financing programmes offered by UGC-funded universities ^{Note}
(2012/13 – 2015/16 academic years)

Universities (\$ million)	CityU				HKBU				LU				CUHK			
Academic year	12/13	13/14	14/15	15/16	12/13	13/14	14/15	15/16	12/13	13/14	14/15	15/16	12/13	13/14	14/15	15/16
SD	315	316	263	1	261	241	209	197	324	226	94	78	221	184	158	160
UG	331	347	343	264	117	133	158	201	8	4	6	8	16	16	17	10
TPg	384	454	519	570	233	266	307	281	33	27	40	41	707	814	809	815
RPg	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total	1,030	1,117	1,125	835	611	640	674	679	365	257	140	127	944	1,014	984	985
Universities (\$ million)	EdUHK				PolyU				HKUST				HKU			
Academic year	12/13	13/14	14/15	15/16	12/13	13/14	14/15	15/16	12/13	13/14	14/15	15/16	12/13	13/14	14/15	15/16
SD	27	21	18	16	411	395	353	355	-	-	-	-	599	548	454	474
UG	62	87	89	120	409	428	462	459	-	-	8	13	243	245	260	237
TPg	55	72	83	84	389	472	484	519	359	377	443	501	633	673	726	789
RPg	-	-	-	-	2	5	11	16	4	6	3	-	5	7	10	12
Total	144	180	190	220	1,211	1,300	1,310	1,349	363	383	454	514	1,480	1,473	1,450	1,512

Source: Information provided by UGC-funded universities.

"-" means no programmes offered by the university.

Abbreviations:

SD	Sub-degree	CityU	City University of Hong Kong	EdUHK	The Education University of Hong Kong
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 university 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 universities and related payroll costs ^{Note 1}
(2012/13 – 2015/16 academic years)

(i) Number of staff ^{Note 2}

2) Number of Staff

Universities	CityU		HKBU ^{Note 4}		LU		CUHK ^{Note 5}		EdUHK		PolyU ^{Note 6}		HKUST		HKU ^{Note 7}	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
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		
2015/16																
Academic staff	257	163	471	355	72	14	203	439	7	63	483	1 475	6	2	N/A	
Non-academic staff	N/A ^{Note 3}		220	4	78	6	381	5	20	16	146	577	81	1		
Total	257	163	691	359	150	20	584	444	27	79	629	2 052	87	3		

Source: Information provided by UGC-funded universities.

Notes:

- (1) The financial information set out in this annex covers both the self-financing programmes offered within the university proper and those provided by other self-financing operations.
- (2) Staff number is reported in full-time (FT) equivalent unless otherwise stated.
- (3) According to CityU, the number of staff of Community College is reported up to 2014/15 year as the College was transferred out from CityU on 1 July 2015.
- (4) HKBU reported the number of part-time staff on a headcount basis.
- (5) CUHK reported the number of full-time staff and part-time staff on a headcount basis.
- (6) PolyU reported the number of FT staff in full-time equivalent and part-time staff on a headcount basis.
- (7) According to HKU, information on staff number, both academic and non-academic, is not readily available.

(ii) Staff costs (\$ million)

Universities	CityU		HKBU		LU		CUHK		EdUHK		PolyU		HKUST		HKU	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
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			
2015/16																
Academic staff	242		236		42		234		73		540		65		692	
Non-academic staff	25		56		24		133		14		120		50			
Total	267		292		66		367		87		660		115			

Source: Information provided by UGC-funded universities.

Abbreviations:

CityU City University of Hong Kong
 HKBU Hong Kong Baptist University
 LU Lingnan University
 CUHK The Chinese University of Hong Kong

EdUHK The Education University of Hong Kong
 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 universities^{Note}
(2012/13 – 2015/16 academic years)

Universities	CityU	HKBU	LU	CUHK	EdUHK	PolyU	HKUST	HKU
Surplus / (Deficit) (\$ million)								
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
2015/16	169	38	0	125	40	(28)	123	219

Source: Information provided by UGC-funded universities.

Abbreviations:

CityU	City University of Hong Kong	EdUHK	The Education University of Hong Kong
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 university proper and those provided by other self-financing operations.

- End -

CONTROLLING OFFICER'S REPLY

EDB730

(Question Serial No. 3616)

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 university, year of study and programme, the following information for the past 5 years (2012/13) to (2016/17):
 - 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 universities;
 - b. the number of places, student intake and tuition fees of the self-financing associate degree and higher diploma programmes offered by UGC-funded universities;
 - c. the expenditure required for and revenue generated from the funded associate degree and higher diploma programmes offered by UGC-funded universities; and
 - d. the expenditure required for and revenue generated from the self-financing associate degree and higher diploma programmes offered by UGC-funded universities.
2. Please list, by university, the overall surplus, donations received, total amount of funds and liabilities of the respective UGC-funded universities for the past 5 years (2012/13 to 2016/17).
3. Please list, by university, the overall surplus, donations received, total amount of funds and liabilities of the self-financing departments of the respective UGC-funded universities for the past 5 years (2012/13 to 2016/17).

Asked by: Hon IP Kin-yuen (Member Question No. 78)

Reply:

- 1a. The approved intake places, approved student number targets and student enrolment of the University Grants Committee (UGC)-funded sub-degree programmes by university and broad academic programme category from the 2012/13 to 2016/17 academic years are at **Annex A**. The tuition fees for the programmes are \$15,040 per student per annum for the Education University of Hong Kong and \$31,575 per student per annum for other UGC-funded universities.
- b. According to the information provided by the universities, 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 universities from the 2012/13 to 2016/17 academic years by university and broad academic programme category are at **Annex B**.
- c. The bulk of recurrent grants to the universities are in the form of a block grant based on the approved student numbers allocated to universities. 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 universities, the

average student unit costs per annum of a UGC-funded sub-degree place for the 2012/13 to 2015/16 academic years was \$151,000, 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 Education University of Hong Kong and \$31,575 per student per annum for other UGC-funded universities). The average student unit cost for the 2016/17 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 universities.
2. Based on the annual financial reports of the eight UGC-funded universities, the surpluses / deficits, donations received, total funds and liabilities of each university for the 2012/13 to 2015/16 academic years are at **Annex C**. Information for the 2016/17 academic year is not yet available.
3. Based on the information provided by universities, the surpluses / deficits of self-financed programmes for the 2012/13 to 2015/16 academic years are at **Annex D**. Information for the 2016/17 academic year is not yet available. We do not have the information on donations received, total funds and liabilities of the self-financing departments of UGC-funded universities for the 2012/13 to 2016/17 academic years.

**Approved Intake Places, Approved Student Number Targets and Student Enrolment of UGC-funded
Sub-degree Programmes by University and Broad Academic Programme Category,
2012/13 to 2016/17**

(full-time equivalent)

Academic Year	University	Broad Academic Programme Category	Approved Intake Places	Approved Student Number Targets	Student Enrolment
2012/13	CityU	Engineering and Technology	432	841	968
		Social Sciences	-	40	48
		Arts and Humanities	-	40	36
		Sub-total	432	921	1 052
	EdUHK	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
	EdUHK	Sciences	16	35	56
		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
	EdUHK	Sciences	16	33	56
		Social Sciences	3	5	3
		Arts and Humanities	34	67	48

Academic Year	University	Broad Academic Programme Category	Approved Intake Places	Approved Student Number Targets	Student Enrolment
		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	CityU	Engineering and Technology	432	841	913
		Sub-total	432	841	913
	EdUHK	Sciences	14	30	55
		Social Sciences	2	3	8
		Arts and Humanities	23	58	73
		Education	343	1 022	792
		Sub-total	382	1 113	928
	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	4 072
2016/17 (provisional)	CityU	Engineering and Technology	432	841	903
		Sub-total	432	841	903
	EdUHK	Sciences	17	35	36
		Social Sciences	1	2	11
		Arts and Humanities	8	17	83
		Education	357	990	858
		Sub-total	382	1 044	989
	PolyU	Sciences	127	255	313
		Engineering and Technology	532	1 093	1 337
		Business and Management	103	232	322
		Arts and Humanities	54	134	161
		Sub-total	816	1 713	2 133
	Total		1 630	3 598	4 025

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. '-' denotes nil.

3. Abbreviations:

CityU	City University of Hong Kong
EdUHK	The Education University of Hong Kong
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 Universities
by University and Broad Academic Programme Category, 2012/13 to 2016/17**

UGC-funded University	Broad Academic Programme Category	2012/13			2013/14			2014/15			2015/16			2016/17		
		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]	Intake Places	Actual Intakes	Average Annual Tuition Fees (\$) ^[1]
City University of Hong Kong	Arts & Humanities	900	907	47,250	875	786	47,250	875	539	47,250	875	690	47,250	875	[2]	47,250
	Business & Management	1 125	1 179	47,250	1 175	1 128	47,250	1 125	692	47,250	1 000	1 072	47,250	1 000	[2]	47,250
	Engineering & Technology	250	219	47,250	175	221	47,250	175	274	47,250	175	318	47,250	175	[2]	47,250
	Sciences	375	405	47,250	400	363	47,250	400	290	47,250	400	398	47,250	400	[2]	47,250
	Social Sciences	875	901	47,250 - 56,250	875	872	47,250 - 56,250	850	662	47,250 - 56,250	850	821	47,250 - 56,250	850	[2]	47,250 - 83,900
Hong Kong Baptist University	Arts & Humanities	1 030	991	48,750	660	582	48,750	676	552	47,250 - 48,750	676	633	47,250 - 48,750	602	[2]	47,250 - 51,150
	Business & Management	780	609	48,750	430	373	48,750	502	481	47,250 - 48,750	477	451	47,250 - 48,750	493	[2]	47,250 - 51,150
	Education	120	151	58,720	130	121	66,978	-	-	-	-	-	-	-	-	-
	Sciences	310	347	48,750	310	213	48,750	285	236	48,750	285	207	48,750	266	[2]	51,150
	Social Sciences	850	755	48,750 - 50,000	525	454	48,750 - 50,000	610	592	48,750 - 55,000	590	597	48,750 - 55,000	632	[2]	51,150 - 57,000
Lingnan University	Arts & Humanities	829	960	43,800 - 50,000	415	316	43,800 - 50,000	425	155	43,800 - 50,000	185	133	48,000 - 52,500	215	[2]	50,000 - 52,500
	Business & Management	1 238	1 735	43,800 - 50,000	1 065	636	43,800 - 50,000	730	289	43,800 - 50,000	240	218	48,000 - 52,500	310	[2]	50,000 - 52,500
	Education	100	55	43,800	70	99	43,800	125	66	43,800	60	48	48,000	70	[2]	50,000
	Medicine, Dentistry & Health	-	-	-	-	-	-	-	-	-	-	-	-	25	[2]	50,000
	Sciences	121	59	43,800	75	27	43,800	-	-	-	-	-	-	-	-	-
	Social Sciences	592	705	43,800 - 50,000	375	255	43,800 - 50,000	385	91	43,800 - 50,000	120	100	48,000 - 52,500	160	[2]	50,000 - 52,500
The Chinese University of Hong Kong	Arts & Humanities	451	430	45,300 - 46,500	522	366	46,778 - 49,748	557	439	45,140 - 49,748	487	336	46,818 - 51,590	365	[2]	48,038 - 52,763
	Business & Management	652	553	42,000 - 49,150	667	354	45,500 - 49,810	510	384	45,500 - 49,810	440	300	47,250 - 51,680	350	[2]	49,000 - 53,380

UGC-funded University	Broad Academic Programme Category	2012/13			2013/14			2014/15			2015/16			2016/17		
		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]	Intake Places	Actual Intakes	Average Annual Tuition Fees (\$) ^[1]
	Engineering & Technology	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	168	49,878 - 69,700	170	[2]	53,265 - 72,760
	Sciences	169	259	42,000 - 49,000	124	50	45,225 - 47,685	84	65	45,225 - 47,685	84	88	46,575 - 49,500	130	[2]	48,575 - 52,500
	Social Sciences	110	127	45,000 - 46,500	166	117	47,250 - 49,130	206	165	48,510 - 57,375	190	182	50,160 - 59,500	195	[2]	51,975 - 61,625
The Education University of Hong Kong	Arts & Humanities	60	59	41,800	60	60	48,100	60	57	48,100	-	-	-	-	-	-
	Business & Management	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Education	180	227	41,800	190	121	48,100	126	86	48,100	136	115	48,100	-	-	-
	Sciences	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Social Sciences	45	47	46,800	-	-	-	70	69	65,000	-	-	-	-	-	-
The Hong Kong Polytechnic University	Arts & Humanities	736	624	49,200 - 52,440	670	454	50,400 - 53,760	470	466	50,400 - 53,760	460	464	50,400 - 53,760	460	[2]	52,500 - 55,980
	Business & Management	1 901	1 991	49,200	1 645	1 601	50,400	1 660	1 622	50,400	1 580	1 663	50,400	1 595	[2]	52,500
	Engineering & Technology	326	393	49,200 - 54,120	270	312	50,400 - 55,440	330	313	50,400 - 55,440	370	406	50,400 - 55,440	390	[2]	52,500 - 57,750
	Medicine, Dentistry & Health	310	331	51,240	335	429	52,560	330	265	52,560	300	321	52,560	280	[2]	54,660
	Sciences	450	491	49,200	355	333	50,400	330	311	50,400	310	274	50,400	310	[2]	52,500
	Social Sciences	777	874	49,200	725	681	50,400	680	614	50,400	620	585	50,400	640	[2]	52,500 - 62,475

UGC-funded University	Broad Academic Programme Category	2012/13			2013/14			2014/15			2015/16			2016/17		
		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	875	839	52,500	761	399	45,000 - 52,500	431	490	52,500	431	443	55,000	431	[2]	55,000 - 57,000
	Business & Management	1 219	1 879	52,500	1 439	794	52,500	1 319	690	52,500	1 185	530	55,000	730	[2]	55,000
	Engineering & Technology	490	852	52,500 - 54,600	835	511	52,500 - 54,600	765	613	52,500 - 54,600	725	602	55,000 - 56,900	725	[2]	55,000 - 57,000
	Medicine, Dentistry & Health	224	225	52,500 - 62,000	272	169	52,500 - 72,000	284	336	52,500 - 72,000	284	417	55,000 - 75,500	274	[2]	55,000 - 76,000
	Sciences	670	863	52,500	475	362	52,500	490	478	52,500	445	413	55,000	490	[2]	55,000 - 57,000
	Social Sciences	423	523	52,500	438	297	52,500	388	304	52,500	388	314	55,000	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 universities ^{Note 1}
(2012/13 - 2015/16 academic years)

	CityU	HKBU	LU	CUHK	EdUHK	PolyU	HKUST	HKU
Surplus / (Deficit) for the year (\$ million)								
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
2015/16	141	60	37	663	70	30	311	(50)
Donations received for the year (\$ million)								
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
2015/16	162	89	39	409	42	295	316	594
Total funds ^{Note 2} (\$ million)								
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
2015/16	7,413	5,740	2,253	20,466	2,864	9,092	10,513	24,455
Total liabilities ^{Note 3} (\$ million)								
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
2015/16	1,921	1,664	365	2,835	606	4,369	1,435	3,899

Source: Financial Reports of UGC-funded universities.

Abbreviations:

CityU	City University of Hong Kong	EdUHK	The Education University of Hong Kong
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 university 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 universities^{Note}
(2012/13 - 2015/16 academic years)

Universities	CityU	HKBU	LU	CUHK	EdUHK	PolyU	HKUST	HKU
Surplus / (Deficit) (\$ million)								
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
2015/16	169	38	0	125	40	(28)	123	219

Source: Information provided by UGC-funded universities.

Abbreviations:

CityU	City University of Hong Kong	EdUHK	The Education University of Hong Kong
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 university proper and those provided by other self-financing operations.

- End -

CONTROLLING OFFICER'S REPLY**EDB731****(Question Serial No. 3617)**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 following information in respect of the First-Year-First-Degree programmes offered by University Grants Committee (UGC)-funded institutions for the past 5 years (2012/13 to 2016/17):

- (1) the numbers of approved places and student intake;
- (2) a breakdown, by programme and academic qualification, of the numbers of students applied for enrolment and admitted through the Joint University Programmes Admissions System (JUPAS) and non-JUPAS routes, as well as their respective percentages against the total;
- (3) a breakdown, by programme, of the numbers of local, Mainland and other non-local students, as well as their respective percentages against the total;
- (4) a breakdown, by programme and year of study, of the numbers of students enrolled in undergraduate programmes, as well as the numbers of students attending part-time and full-time programmes; and
- (5) a breakdown, by programme, of the annual average unit costs of UGC-funded undergraduate programmes.

Asked by: Hon IP Kin-yuen (Member Question No. 79)Reply:

- (1) & (3) The approved student number targets, and the number and percentage of local and non-local students admitted to the University Grants Committee (UGC)-funded first-year first-degree (FYFD) places by university, broad academic programme category (APC) and place of origin for the 2015/16 and 2016/17 academic years are at **Annex A**. Details covering the 2012/13 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 in 2015. Given the length of the reply, the details covering the 2012/13 to 2014/15 academic years are not repeated herein.
- (2) The number of candidates sitting for the Hong Kong Advanced Level (HKAL) and Hong Kong Diploma of Secondary Education (HKDSE) examinations and meeting the general entrance requirements of the UGC-funded FYFD programmes under JUPAS and the number of applications to these programmes under non-JUPAS for 2012/13 to 2016/17 academic years are at **Annex B**. There is no breakdown by APC and academic qualification for the said candidates and applications. The number and percentage of local students admitted to the UGC-funded FYFD places by university, broad APC and admission route for the 2015/16 and 2016/17

academic years are at **Annex C**. Details covering the 2012/13 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 in 2015. Given the length of the reply, the details covering the 2012/13 to 2014/15 academic years are not repeated herein.

- (4) The student enrolment of the UGC-funded undergraduate programmes by university, broad APC and mode of study for the 2015/16 and 2016/17 academic years are at **Annex D**. Details covering the 2012/13 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 in 2015. Given the length of the reply, the details covering the 2012/13 to 2014/15 academic years are not repeated herein.
- (5) 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 universities, the average student unit costs per annum of a publicly-funded undergraduate place, by broad APC, for the 2012/13 to 2015/16 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 2016/17 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 (\$)			
	2012/13	2013/14	2014/15	2015/16 (provisional)
A. Medicine & Dentistry	485,000	442,000	501,000	542,000
B. Engineering & Laboratory Based Studies	225,000	236,000	252,000	272,000
C. Others	175,000	182,000	190,000	199,000
Overall	203,000	209,000	222,000	237,000

Note :

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 universities, etc.

**Approved Student Number Targets and Number of Local and Non-local Students Admitted to UGC-funded First-Year First-Degree Places
by University, Broad Academic Programme Category and Place of Origin, 2015/16 and 2016/17**

Academic Year	University	Broad Academic Programme Category	Approved student number targets	Local Students		Non-local Students						Total
						The Mainland of China		Other Non-local Students		Sub-total		
2015/16	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

Academic Year	University	Broad Academic Programme Category	Approved student number targets	Local Students		Non-local Students						Total
						The Mainland of China		Other Non-local Students		Sub-total		
	EdUHK	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 Universities		15 000	14 848	(99.0%)	1 624	(10.8%)	938	(6.3%)	2 562	(17.1%)	17 410

Academic Year	University	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		
2016/17	CityU	Medicine, Dentistry and Health	36	36	(99.5%)	@	(1.2%)	4	(10.6%)	4	(11.8%)	40
		Sciences	472	467	(99.0%)	51	(10.8%)	29	(6.2%)	80	(17.0%)	547
		Engineering and Technology	421	431	(102.5%)	45	(10.6%)	33	(7.8%)	78	(18.4%)	509
		Business and Management	654	673	(102.8%)	67	(10.2%)	50	(7.6%)	116	(17.8%)	789
		Social Sciences	315	329	(104.7%)	27	(8.4%)	23	(7.2%)	49	(15.7%)	379
		Arts and Humanities	198	216	(109.2%)	26	(13.1%)	15	(7.4%)	41	(20.5%)	257
	Sub-total		2 095	2 152	(102.7%)	215	(10.3%)	153	(7.3%)	368	(17.6%)	2 520
	HKBU	Medicine, Dentistry and Health	45	50	(111.1%)	7	(15.6%)	2	(4.4%)	9	(20.0%)	59
		Sciences	201	171	(85.1%)	45	(22.4%)	2	(1.0%)	47	(23.4%)	218
		Business and Management	228	205	(90.0%)	40	(17.6%)	4	(1.6%)	44	(19.1%)	249
		Social Sciences	335	345	(103.0%)	53	(15.9%)	3	(1.0%)	57	(17.0%)	402
		Arts and Humanities	275	304	(110.4%)	24	(8.6%)	-	-	24	(8.6%)	327
		Education	87	107	(123.0%)	-	-	-	-	-	-	107
	Sub-total		1 171	1 182	(100.9%)	169	(14.4%)	11	(0.9%)	180	(15.4%)	1 362
	LU	Business and Management	172	171	(99.4%)	2	(1.2%)	2	(1.2%)	4	(2.3%)	175
		Social Sciences	124	120	(96.8%)	3	(2.4%)	-	-	3	(2.4%)	123
		Arts and Humanities	235	229	(97.5%)	6	(2.6%)	-	-	6	(2.6%)	235
	Sub-total		531	520	(97.9%)	11	(2.1%)	2	(0.4%)	13	(2.4%)	533
	CUHK	Medicine, Dentistry and Health	574	579	(100.8%)	8	(1.5%)	4	(0.7%)	12	(2.2%)	591
		Sciences	621	616	(99.2%)	62	(9.9%)	38	(6.1%)	100	(16.1%)	716
		Engineering and Technology	475	423	(89.1%)	57	(12.1%)	36	(7.7%)	94	(19.8%)	517
		Business and Management	583	529	(90.6%)	136	(23.4%)	96	(16.4%)	232	(39.8%)	761
		Social Sciences	568	582	(102.4%)	67	(11.7%)	29	(5.2%)	96	(16.9%)	678
		Arts and Humanities	420	451	(107.5%)	19	(4.4%)	14	(3.4%)	33	(7.8%)	484
		Education	55	56	(101.3%)	-	-	-	-	-	-	56
	Sub-total		3 297	3 236	(98.1%)	349	(10.6%)	218	(6.6%)	567	(17.2%)	3 803

Academic Year	University	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			
	EdUHK	Sciences	63	77	(122.2%)	8	(12.9%)	1	(0.9%)	9	(13.7%)	86
		Business and Management	13	15	(108.7%)	1	(8.3%)	@	(0.2%)	1	(8.5%)	16
		Social Sciences	77	64	(83.7%)	13	(16.6%)	2	(2.1%)	14	(18.7%)	78
		Arts and Humanities	240	275	(114.6%)	39	(16.2%)	4	(1.5%)	43	(17.7%)	318
		Education	189	188	(99.5%)	24	(12.8%)	2	(1.1%)	26	(13.9%)	214
	Sub-total		582	619	(106.4%)	85	(14.6%)	8	(1.4%)	93	(16.0%)	712
	PolyU	Medicine, Dentistry and Health	677	667	(98.5%)	1	(0.1%)	3	(0.4%)	4	(0.6%)	671
		Sciences	258	263	(101.6%)	47	(18.2%)	26	(9.9%)	73	(28.1%)	335
		Engineering and Technology	636	638	(100.2%)	99	(15.6%)	45	(7.0%)	144	(22.6%)	781
		Business and Management	505	510	(101.0%)	149	(29.5%)	92	(18.2%)	241	(47.7%)	751
		Social Sciences	63	69	(109.9%)	1	(1.5%)	1	(2.2%)	2	(3.7%)	71
		Arts and Humanities	203	204	(100.5%)	9	(4.5%)	22	(10.7%)	31	(15.2%)	235
	Sub-total		2 342	2 350	(100.3%)	306	(13.1%)	188	(8.0%)	494	(21.1%)	2 844
	HKUST	Sciences	623	650	(104.3%)	55	(8.9%)	72	(11.5%)	127	(20.4%)	777
		Engineering and Technology	561	590	(105.2%)	48	(8.6%)	52	(9.2%)	100	(17.8%)	690
		Business and Management	607	567	(93.4%)	51	(8.5%)	68	(11.2%)	119	(19.6%)	686
		Social Sciences	134	125	(92.9%)	14	(10.3%)	15	(11.4%)	29	(21.8%)	154
		Arts and Humanities	26	25	(94.2%)	3	(9.6%)	3	(9.6%)	5	(19.2%)	30
	Sub-total		1 951	1 956	(100.3%)	171	(8.8%)	209	(10.7%)	380	(19.5%)	2 336
	HKU	Medicine, Dentistry and Health	623	630	(101.2%)	3	(0.5%)	14	(2.2%)	17	(2.7%)	647
		Sciences	463	391	(84.5%)	80	(17.4%)	53	(11.5%)	134	(28.9%)	524
		Engineering and Technology	606	667	(109.9%)	82	(13.5%)	115	(19.0%)	197	(32.6%)	864
		Business and Management	263	276	(104.9%)	83	(31.5%)	56	(21.2%)	139	(52.8%)	415
		Social Sciences	613	603	(98.5%)	92	(15.0%)	75	(12.2%)	167	(27.2%)	770
		Arts and Humanities	390	389	(99.6%)	23	(5.8%)	8	(2.0%)	31	(7.9%)	420
		Education	73	73	(100.0%)	1	(1.5%)	2	(2.1%)	3	(3.6%)	76
	Sub-total		3 031	3 029	(99.9%)	364	(12.0%)	323	(10.7%)	687	(22.7%)	3 716
	All Universities		15 000	15 044	(100.3%)	1 670	(11.1%)	1 112	(7.4%)	2 782	(18.5%)	17 826

Notes:

1. The place of origin of non-local students is determined having regard to their nationality.
2. 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.
3. 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.
4. Figures in brackets denote the ratio to approved student number targets. Percentages may not add up to the corresponding totals owing to rounding.
5. ‘-’ denotes nil.
6. ‘@’ denotes magnitude less than 0.5.

7. Abbreviations:

CityU	City University of Hong Kong
HKBU	Hong Kong Baptist University
LU	Lingnan University
CUHK	The Chinese University of Hong Kong
EdUHK	The Education University of Hong Kong
PolyU	The Hong Kong Polytechnic University
HKUST	The Hong Kong University of Science and Technology
HKU	The University of Hong Kong

Admission of Local Students to UGC-funded First-Year First-Degree (FYFD) Places through JUPAS and Non-JUPAS Routes, from the 2012/13 to 2016/17 Academic Years

Academic Year	Joint University Programmes Admissions System (JUPAS)					Non-JUPAS	
	No. of Candidates Sitting for the HKAL / HKDSE Examinations in the Relevant Year ⁽¹⁾	No. of Candidates Meeting the General Entrance Requirements of the UGC-funded FYFD Programmes ⁽¹⁾		No. of Candidates Meeting the General Entrance Requirements but did not enter UGC-funded FYFD Programmes through JUPAS ⁽³⁾		No. of Applications for UGC-funded FYFD Programmes Submitted by Local Students ^{(4) (5)}	No. of Local Students Admitted ⁽³⁾
		No.	% ⁽²⁾	No.	% ⁽²⁾		
HKAL Examination							
2012/13	40 515 (8 887)	18 820 (454)	46.5% (5.1%)	7 219	17.8%	47 023 ⁽⁶⁾	2 706
HKDSE Examination							
2012/13	72 620 (1 141)	26 636 (42)	36.7% (3.7%)	13 040	18.0%	15 704 ⁽⁶⁾	1 066
2013/14	81 355 (10 450)	28 451 (1 256)	35.0% (12.0%)	16 283	20.0%	58 186	2 475
2014/15	78 400 (12 048)	27 971 (1 532)	35.7% (12.7%)	15 669	20.0%	61 000	2 447
2015/16	72 859 (10 878)	25 782 (1 159)	35.4% (10.7%)	13 450	18.5%	46 189	2 519
2016/17	66 874 (9 975)	24 557 (824)	36.7% (8.3%)	12 084	18.1%	40 021	2 573 ⁽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 universities 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 universities 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.
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 universities. Each individual local student can only submit one application to each university to apply for several programmes (except for EdUHK which requires applicants to submit multiple applications if they wish to apply for several programmes). However, one applicant may apply to more than one university, 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 universities 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.

**Number of Local Students Admitted to UGC-funded First-year-First-degree Places
by University, Broad Academic Programme Category and Admission Route, 2015/16 to 2016/17**

Academic Year	University	Broad Academic Programme Category	JUPAS		Non-JUPAS						Total	
					Major Overseas Qualification ⁽³⁾		Sub-degree Qualification ⁽⁴⁾		Others ⁽⁵⁾			
2015/16	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%)

Academic Year	University	Broad Academic Programme Category	JUPAS		Non-JUPAS						Total	
					Major Overseas Qualification ⁽³⁾		Sub-degree Qualification ⁽⁴⁾		Others ⁽⁵⁾			
	EdUHK	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 Universities		12 329	(83.0%)	1 024	(6.9%)	1 235	(8.3%)	260	(1.8%)	14 848	(100.0%)

Academic Year	University	Broad Academic Programme Category	JUPAS		Non-JUPAS					Total		
					Major Overseas Qualification ⁽³⁾		Sub-degree Qualification ⁽⁴⁾		Others ⁽⁵⁾			
2016/17	CityU	Medicine, Dentistry and Health	32	(90.7%)	2	(6.3%)	1	(3.0%)	-	-	36	(100.0%)
		Sciences	384	(82.2%)	4	(0.9%)	77	(16.5%)	2	(0.4%)	467	(100.0%)
		Engineering and Technology	375	(87.0%)	7	(1.5%)	49	(11.4%)	-	-	431	(100.0%)
		Business and Management	548	(81.4%)	12	(1.7%)	77	(11.5%)	36	(5.4%)	673	(100.0%)
		Social Sciences	242	(73.5%)	21	(6.3%)	63	(19.0%)	4	(1.2%)	329	(100.0%)
		Arts and Humanities	165	(76.2%)	6	(2.7%)	38	(17.8%)	7	(3.4%)	216	(100.0%)
	Sub-total		1 746	(81.1%)	51	(2.4%)	306	(14.2%)	49	(2.3%)	2 152	(100.0%)
	HKBU	Medicine, Dentistry and Health	46	(92.0%)	-	-	3	(6.0%)	1	(2.0%)	50	(100.0%)
		Sciences	155	(90.7%)	-	-	10	(5.8%)	6	(3.5%)	171	(100.0%)
		Business and Management	158	(76.9%)	4	(1.7%)	4	(1.8%)	40	(19.5%)	205	(100.0%)
		Social Sciences	309	(89.4%)	9	(2.5%)	16	(4.6%)	12	(3.6%)	345	(100.0%)
		Arts and Humanities	253	(83.2%)	6	(1.9%)	16	(5.4%)	29	(9.4%)	304	(100.0%)
		Education	81	(75.7%)	3	(2.8%)	1	(0.9%)	22	(20.6%)	107	(100.0%)
	Sub-total		1 001	(84.7%)	21	(1.8%)	50	(4.2%)	110	(9.3%)	1 182	(100.0%)
	LU	Business and Management	170	(99.4%)	-	-	1	(0.6%)	-	-	171	(100.0%)
		Social Sciences	111	(92.5%)	-	-	7	(5.8%)	2	(1.7%)	120	(100.0%)
		Arts and Humanities	226	(98.7%)	1	(0.4%)	2	(0.9%)	-	-	229	(100.0%)
	Sub-total		507	(97.5%)	1	(0.2%)	10	(1.9%)	2	(0.4%)	520	(100.0%)
	CUHK	Medicine, Dentistry and Health	419	(72.4%)	116	(20.1%)	33	(5.8%)	10	(1.8%)	579	(100.0%)
		Sciences	560	(90.9%)	41	(6.6%)	8	(1.4%)	7	(1.1%)	616	(100.0%)
		Engineering and Technology	338	(79.9%)	27	(6.4%)	44	(10.4%)	14	(3.3%)	423	(100.0%)
		Business and Management	456	(86.2%)	59	(11.1%)	11	(2.1%)	3	(0.6%)	529	(100.0%)
		Social Sciences	481	(82.7%)	85	(14.6%)	14	(2.4%)	2	(0.3%)	582	(100.0%)
		Arts and Humanities	430	(95.2%)	16	(3.5%)	1	(0.2%)	5	(1.1%)	451	(100.0%)
		Education	54	(96.1%)	1	(0.9%)	1	(1.8%)	1	(1.2%)	56	(100.0%)
	Sub-total		2 737	(84.6%)	344	(10.6%)	113	(3.5%)	42	(1.3%)	3 236	(100.0%)

Academic Year	University	Broad Academic Programme Category	JUPAS		Non-JUPAS						Total	
					Major Overseas Qualification ⁽³⁾		Sub-degree Qualification ⁽⁴⁾		Others ⁽⁵⁾			
	EdUHK	Sciences	54	(69.9%)	2	(2.3%)	20	(25.5%)	2	(2.4%)	77	(100.0%)
		Business and Management	8	(54.5%)	@	(3.0%)	6	(42.1%)	@	(0.3%)	15	(100.0%)
		Social Sciences	47	(74.1%)	1	(1.1%)	14	(22.5%)	2	(2.4%)	64	(100.0%)
		Arts and Humanities	197	(71.7%)	5	(1.7%)	66	(23.8%)	8	(2.8%)	275	(100.0%)
		Education	128	(68.3%)	2	(1.3%)	51	(27.2%)	6	(3.1%)	188	(100.0%)
	Sub-total		435	(70.3%)	10	(1.6%)	157	(25.4%)	17	(2.7%)	619	(100.0%)
	PolyU	Medicine, Dentistry and Health	608	(91.2%)	20	(3.0%)	38	(5.7%)	1	(0.1%)	667	(100.0%)
		Sciences	219	(83.4%)	4	(1.4%)	40	(15.2%)	-	-	263	(100.0%)
		Engineering and Technology	542	(85.0%)	18	(2.9%)	77	(12.1%)	-	-	638	(100.0%)
		Business and Management	425	(83.3%)	19	(3.7%)	63	(12.4%)	3	(0.6%)	510	(100.0%)
		Social Sciences	66	(96.0%)	1	(2.0%)	1	(2.0%)	-	-	69	(100.0%)
		Arts and Humanities	157	(77.1%)	11	(5.3%)	34	(16.7%)	2	(1.0%)	204	(100.0%)
	Sub-total		2 017	(85.8%)	73	(3.1%)	254	(10.8%)	6	(0.3%)	2 350	(100.0%)
	HKUST	Sciences	578	(88.9%)	39	(6.0%)	33	(5.0%)	-	-	650	(100.0%)
		Engineering and Technology	432	(73.3%)	47	(8.0%)	110	(18.7%)	-	-	590	(100.0%)
		Business and Management	484	(85.3%)	74	(13.0%)	9	(1.6%)	-	-	567	(100.0%)
		Social Sciences	111	(89.3%)	12	(9.2%)	2	(1.5%)	-	-	125	(100.0%)
		Arts and Humanities	24	(95.9%)	1	(4.1%)	-	-	-	-	25	(100.0%)
	Sub-total		1 629	(83.3%)	173	(8.8%)	154	(7.9%)	-	-	1 956	(100.0%)
	HKU	Medicine, Dentistry and Health	426	(67.6%)	106	(16.8%)	71	(11.3%)	27	(4.3%)	630	(100.0%)
		Sciences	333	(85.1%)	30	(7.6%)	28	(7.2%)	@	*	391	(100.0%)
		Engineering and Technology	522	(78.3%)	59	(8.8%)	84	(12.7%)	2	(0.3%)	667	(100.0%)
		Business and Management	222	(80.3%)	48	(17.4%)	6	(2.4%)	-	-	276	(100.0%)
		Social Sciences	501	(83.0%)	87	(14.4%)	15	(2.5%)	@	*	603	(100.0%)
		Arts and Humanities	333	(85.6%)	25	(6.3%)	29	(7.6%)	2	(0.5%)	389	(100.0%)
		Education	63	(86.3%)	4	(5.3%)	6	(8.4%)	-	-	73	(100.0%)
	Sub-total		2 399	(79.2%)	358	(11.8%)	241	(8.0%)	31	(1.0%)	3 029	(100.0%)
	All Universities		12 471	(82.9%)	1 031	(6.9%)	1 285	(8.5%)	257	(1.7%)	15 044	(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. 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.
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
EdUHK	The Education University of Hong Kong
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 University, Broad Academic Programme Category and Mode of Study, 2015/16 and 2016/17**

(headcount)

Academic Year	University	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
2015/16	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
	EdUHK	FT	-	439	-	28	354	1 560	1 244	3 625
		PT	-	38	-	@	39	251	1 200	1 529
		Sub-total	-	477	-	29	393	1 811	2 444	5 154
	PolyU	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
	HKUST	FT	-	2 550	2 965	2 824	560	107	@	9 005
		Sub-total	-	2 550	2 965	2 824	560	107	@	9 005
	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
	All Universities	FT	9 354	13 159	14 581	17 675	12 226	11 472	2 662	81 128
		PT	-	38	-	@	39	251	1 200	1 529
		Total	9 354	13 197	14 581	17 675	12 265	11 723	3 862	82 657
2016/17	CityU	FT	102	2 035	2 463	3 982	2 259	1 582	-	12 424
		Sub-total	102	2 035	2 463	3 982	2 259	1 582	-	12 424
	HKBU	FT	282	1 102	-	1 194	1 893	1 700	576	6 747
		Sub-total	282	1 102	-	1 194	1 893	1 700	576	6 747
	LU	FT	-	-	-	874	583	1 138	-	2 595
		Sub-total	-	-	-	874	583	1 138	-	2 595
	CUHK	FT	3 167	3 097	1 986	3 137	2 790	2 177	378	16 731
		Sub-total	3 167	3 097	1 986	3 137	2 790	2 177	378	16 731
	EdUHK	FT	-	433	-	37	363	1 653	1 203	3 688
		PT	-	8	-	@	23	174	1 351	1 557
		Sub-total	-	441	-	37	386	1 827	2 554	5 245
	PolyU	FT	2 881	1 724	4 307	3 961	460	1 487	-	14 820
		Sub-total	2 881	1 724	4 307	3 961	460	1 487	-	14 820
	HKUST	FT	-	2 634	3 030	2 892	537	111	-	9 204
		Sub-total	-	2 634	3 030	2 892	537	111	-	9 204
	HKU	FT	3 273	2 501	3 017	1 712	3 303	1 873	493	16 172
		Sub-total	3 273	2 501	3 017	1 712	3 303	1 873	493	16 172
	All Universities	FT	9 705	13 527	14 804	17 787	12 188	11 720	2 650	82 381
		PT	-	8	-	@	23	174	1 351	1 557
		Total	9 705	13 535	14 804	17 787	12 211	11 895	4 001	83 938

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
EdUHK	The Education University of Hong Kong
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**EDB732****(Question Serial No. 3618)**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 2012/13 to 2016/17 academic years), please provide the following information:

- (a) the requirement, shortfall and unit cost of publicly-funded hostel places of each University Grants Committee (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. 80)Reply:

- (a) The requirements for publicly-funded hostel places and additional requirements for publicly-funded hostel places above the level of supply, with breakdown by University Grants Committee (UGC)-funded university, for the five academic years (2012/13 to 2016/17) 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. It 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 \$867,500 per hostel place in September 2016 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 universities using their own sources of private funding.

- (b) Under the prevailing hostel policy, subject to the availability of land and resources, the UGC-funded universities are provided with publicly-funded student hostels calculated in accordance with the following criteria¹:

¹ The criteria are applicable to all UGC-funded universities, 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 Education University of Hong Kong (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 institution 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 universities 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 2012 and March 2017, a total of four hostel projects providing some 4 500 hostel places have been completed. Details on these four completed hostel projects are listed below.

Project Code	Project Title (University)	No. of Hostel Places Provided	Approved Project Estimate² (\$ million)	Actual Completion Date
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
8015EL	Tseung Kwan O Joint Student Hostel (The Hong Kong University of Science and Technology) ³	520	198.3	Aug 2016

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 the 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.

The UGC and the Government continue to work closely with universities to meet the additional requirements for publicly-funded hostel places.

² Excluding 25% contribution by the institution.

³ The Tseung Kwan O Joint Student Hostel was originally a joint project providing a total of 520 hostel places, with a split of 370 places for HKUST and 150 places for Hong Kong Baptist University (HKBU). Subsequently, HKBU decided to transfer its 150 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.

(A) **Requirements for publicly-funded hostel places by UGC-funded universities under prevailing hostel policy**

University	Academic Year				
	2012/13	2013/14	2014/15	2015/16	2016/17
City University of Hong Kong	4 649	4 911	5 383	5 496	5 703
Hong Kong Baptist University	2 493	2 583	2 741	2 839	2 869
Lingnan University	1 300	1 300	1 300	1 300	1 300
The Chinese University of Hong Kong	7 139	7 293	7 453	7 486	7 761
The Education University of Hong Kong	2 000	2 000	2 000	2 000	2 000
The Hong Kong Polytechnic University	5 187	5 428	5 904	6 060	6 444
The Hong Kong University of Science and Technology	4 889	5 005	5 110	5 094	5 478
The University of Hong Kong	7 494	7 573	7 616	7 586	7 851
Total	35 151	36 093	37 507	37 861	39 406

(B) **Additional requirements for publicly-funded hostel places above the level of supply at the time**

University	Academic Year				
	2012/13	2013/14	2014/15	2015/16	2016/17
City University of Hong Kong	1 164	1 426	1 898	2 011	2 218
Hong Kong Baptist University	633	723	881	1 128	1 158
Lingnan University	-	-	-	-	-
The Chinese University of Hong Kong	957	1 111	1 271	1 304	1 579
The Education University of Hong Kong	-	-	-	-	-
The Hong Kong Polytechnic University	533	774	1 250	1 406	1 790
The Hong Kong University of Science and Technology	938	1 054	1 159	953	1 337
The University of Hong Kong	1 769	1 848	1 891	1 858	2 121
Total	5 994	6 936	8 350	8 660	10 203

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CONTROLLING OFFICER'S REPLY**EDB733****(Question Serial No. 3619)**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 University Grants Committee (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 (2012/13 to 2016/17 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. 81)Reply:

- (1) The approved number of senior year undergraduate intake places allocated to the University Grants Committee (UGC)-funded universities by programme from the 2012/13 to 2016/17 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 offered by UGC-funded universities from the 2012/13 to 2016/17 academic years are at Annex B.
- (2) The number of UGC-funded senior year undergraduate intake places allocated to the UGC-funded universities from the 2012/13 to 2016/17 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 2012/13 to 2016/17 academic years are at Annex C.
- (3) In the 2014 Policy Address, the Government announced that from the 2015/16 academic year and the following triennium, the intake of senior year undergraduate places in University Grants Committee (UGC)-funded universities would progressively increase by a total of 1 000 places, so that 5 000 meritorious sub-degree graduates will be able to articulate to subsidised degree programmes each year by the 2018/19 academic year. The approved number of senior year undergraduate intake places allocated to the UGC-funded universities 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, 2012/13 to 2016/17**

University	Programme	2012/13	2013/14	2014/15*	2015/16*	2016/17*
		Penultimate Year (Intake)	Penultimate Year (Intake)	Penultimate Year (Intake)	Penultimate Year (Intake)	Penultimate Year (Intake)
CityU	Bachelor of Arts	124	185	269	277	338
	Bachelor of Arts/ Bachelor of Science	72	72	90	96	-
	Bachelor of Business Administration	286	286	347	367	367
	Bachelor of Engineering	51	64	167	151	147
	Bachelor of Science	78	87	115	171	205
	Bachelor of Social Sciences	184	233	321	333	338
	Sub-total	795	927	1 309	1 395	1 395
HKBU	Bachelor of Arts	76	92	126	130	152
	Bachelor of Business Administration	58	74	106	114	129
	Bachelor of Science	38	45	59	68	84
	Bachelor of Social Sciences	61	77	107	136	156
	Sub-total	233	288	398	448	521
LU	Bachelor of Arts	52	52	52	54	55
	Bachelor of Business Administration	44	44	44	46	46
	Bachelor of Social Sciences	28	28	28	30	29
	Sub-total	124	124	124	130	130
CUHK	Bachelor of Arts	34	65	73	77	88
	Bachelor of Business Administration	10	10	10	10	13
	Bachelor of Engineering	30	30	32	33	17
	Bachelor of Nursing#	60	60	60	60	60
	Bachelor of Science	65	105	151	161	146
	Bachelor of Social Sciences	36	45	59	63	80
	Sub-total	235	315	385	404	404
EdUHK	Bachelor of Arts	13	27	34	36	84
	Bachelor of Social Sciences	7	14	46	48	64
	Sub-total	20	41	80	84	148
PolyU	Bachelor of Arts	299	336	216	216	531
	Bachelor of Arts/ Bachelor of Science	-	-	365	378	-
	Bachelor of Business Administration	54	62	-	-	209
	Bachelor of Business	93	103	241	209	-

University	Programme	2012/13	2013/14	2014/15*	2015/16*	2016/17*
		Penultimate Year (Intake)	Penultimate Year (Intake)	Penultimate Year (Intake)	Penultimate Year (Intake)	Penultimate Year (Intake)
	Administration/ Bachelor of Science					
	Bachelor of Engineering	100	151	40	40	276
	Bachelor of Engineering/ Bachelor of Science	-	-	235	312	-
	Bachelor of Nursing#	40	40	40	40	40
	Bachelor of Science	219	245	182	190	429
	Broad Discipline of Computing^	-	-	-	-	29
	Sub-total	805	937	1 319	1 385	1 514
HKUST	Bachelor of Business Administration	15	15	15	18	30
	Bachelor of Engineering	65	65	65	85	85
	Bachelor of Science	20	20	20	17	35
	Sub-total	100	100	100	120	150
HKU	Bachelor of Arts	35	50	50	54	54
	Bachelor of Business Administration	-	-	30	30	20
	Bachelor of Engineering	20	30	30	32	32
	Bachelor of Nursing#	25	25	25	25	25
	Bachelor of Science	65	110	110	116	165
	Bachelor of Social Sciences	30	40	40	42	42
	Sub-total	175	255	285	299	338
Total		2 487	2 987	4 000	4 265	4 600

Notes:

1. '-' denotes nil.
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. ^ The Broad Discipline of Computing comprises three awards. It aims to give students the flexibility to decide on the final award in their first year of study. Students admitted to the Broad Discipline will complete a common Year 1 curriculum. They will select any one of the three Honours degree awards (i.e. BSc(Hons) in Computing, BSc(Hons) in Enterprise Information Systems, BSc(Hons) in Information Technology) and start to study the corresponding content as early as in semester one of Year 2 or as late as in semester two of Year 2.

5. Abbreviations:

CityU City University of Hong Kong
LU Lingnan University

EdUHK The Education University
 of Hong Kong
HKUST The Hong Kong University
 of Science and Technology

HKBU Hong Kong Baptist University
CUHK The Chinese University of Hong
 Kong
PolyU The Hong Kong Polytechnic
 University
HKU The University of Hong Kong

**Full-time Locally-accredited Self-financing Top-up Degree Programmes
Offered by UGC-funded Universities
From the 2012/13 to 2016/17 Academic Years**

Academic Year	University	Programme/Disciplines	Places at Intake Level	Average Annual Tuition Fee (\$)
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 Administration	185	117,600
	EdUHK	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 Sciences Education	12	79,267
	PolyU	Bachelor of Arts	1 085	65,100 – 100,000
		Bachelor of Business Administration	160	85,000
		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 Administration	270	117,600
	EdUHK	Bachelor of Health Education	62	84,000

Academic Year	University	Programme/Disciplines	Places at Intake Level	Average Annual Tuition Fee (\$)
	PolyU	Bachelor of Social Sciences Education	50	73,500
		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 Administration	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 Administration	300	119,400
		Bachelor of Commerce	80	109,091
		Bachelor of Creative Arts	35	95,000
	EdUHK	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 Sciences Education	40	73,500
	PolyU	Bachelor of Arts	1 235	64,500 – 75,000
		Bachelor of Business Administration	160	80,625
		Bachelor of Engineering	190	80,000 – 120,000
		Bachelor of Science	460	64,500 – 120,000
		Bachelor of Social Sciences	185	64,500

Academic Year	University	Programme/Disciplines	Places at Intake Level	Average Annual Tuition Fee (\$)
2015/16	HKU	Bachelor of Arts	142	46,200 – 73,333
		Bachelor of Commerce	210	74,400 – 108,500
	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 Administration	300	119,400
		Bachelor of Commerce	80	109,091
	HKBU	Bachelor of Arts	165	82,500
		Bachelor of Business Administration	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
	EdUHK	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 Sciences	40	73,500
	HKU	Bachelor of Arts	392	46,200 – 108,000
		Bachelor of Commerce	117	67,200 – 108,000
		Bachelor of Science	222	60,000 – 108,000
	PolyU	Bachelor of Arts	1 155	64,500 – 75,000
		Bachelor of Business Administration	150	80,625
		Bachelor of Engineering	190	81,250 – 120,000
		Bachelor of Science	400	64,500 – 120,000
		Bachelor of Social Sciences	170	64,500
2016/17	CityU	Bachelor of Arts	1385	69,881 – 101,280
		Bachelor of Business Administration	50	84,600
		Bachelor of Communication	50	84,600
		Bachelor of Science	130	84,600 – 93,600
	CUHK	Bachelor of Arts	35	90,000
		Bachelor of Business Administration	420	127,800

Academic Year	University	Programme/Disciplines	Places at Intake Level	Average Annual Tuition Fee (\$)
	HKBU	Bachelor of Arts	165	82,500
		Bachelor of Business Administration	180	108,000
		Bachelor of Commerce	330	82,500 – 85,000
		Bachelor of Communication	170	108,000
		Bachelor of Science	35	158,000
		Bachelor of Social Sciences	485	78,000 – 82,500
	EdUHK	Bachelor of Arts	21	84,000 – 85,800
		Bachelor of Education	71	78,750 – 84,000
		Bachelor of Science	21	80,325 – 82,500
		Bachelor of Social Sciences	27	75,000
	HKU	Bachelor of Arts	317	49,900 – 110,700
		Bachelor of Science	190	60,000 – 110,700
	PolyU	Bachelor of Arts	1 235	67,500 – 75,000
		Bachelor of Business Administration	140	84,375
		Bachelor of Engineering	150	81,250 – 88,000
		Bachelor of Science	458	67,500 – 120,000
		Bachelor of Social Sciences	175	67,500

Notes:

Abbreviations:

- | | | | |
|-------|--------------------------------------|-------|---------------------------------------|
| CityU | City University of Hong Kong | HKBU | Hong Kong Baptist University |
| CUHK | The Chinese University of Hong Kong | EdUHK | The Education University of Hong Kong |
| 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, 2012/13 to 2016/17**

(headcount)

University	Academic Year	Own University and Respective Community College(s)	Other UGC-funded Universities and Their Community Colleges	Other Local Institutions	Others (including Non-local Colleges / Universities / Institutions)	Total
CityU	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%)
	2016/17*	502 (39.1%)	650 (50.7%)	129 (10.1%)	2 (0.2%)	1 283 (100.0%)
HKBU	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%)
	2016/17*	142 (29.6%)	248 (51.8%)	89 (18.6%)	-	479 (100.0%)
LU	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%)
	2016/17*	42 (32.1%)	62 (47.3%)	27 (20.6%)	-	131 (100.0%)
CUHK	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%)
	2016/17*	33 (8.2%)	283 (70.4%)	86 (21.4%)	-	402 (100.0%)
EdUHK	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%)
	2016/17*	14 (9.8%)	112 (78.3%)	17 (11.9%)	-	143 (100.0%)
PolyU	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%)
	2016/17*	922 (58.6%)	383 (24.3%)	268 (17.0%)	1 (0.1%)	1 574 (100.0%)
HKUST	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%)
	2016/17*	-	151 (92.6%)	12 (7.4%)	-	163 (100.0%)
HKU	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%)
	2016/17*	166 (50.6%)	129 (39.3%)	33 (10.1%)	-	328 (100.0%)
All Universities	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%)
	2016/17*	1 821 (40.4%)	2 018 (44.8%)	661 (14.7%)	3 (0.1%)	4 503 (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
EdUHK	The Education University of Hong Kong	PolyU	The Hong Kong Polytechnic University
HKUST	The Hong Kong University of Science 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.

**Approved Senior Year Undergraduate Places (in full-time equivalent term)
of UGC-funded Programmes, 2015/16 to 2018/19 Academic Years**

University	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 Science	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
EdUHK	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 Science	378	-	-	-
	Bachelor of Business Administration	-	209	249	270
	Bachelor of Business Administration/ Bachelor of Science	209	-	-	-
	Bachelor of Engineering	40	276	296	297
	Bachelor of Engineering/Bachelor of Science	312	-	-	-

University	Programme	2015/16	2016/17	2017/18	2018/19
		Penultimate Year* (Intake)	Penultimate Year* (Intake)	Penultimate Year* (Intake)	Penultimate Year* (Intake)
	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
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. # 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. ^ The Broad Discipline of Computing comprises three awards. It aims to give students the flexibility to decide on the final award in their first year of study. Students admitted to the Broad Discipline will complete a common Year 1 curriculum. They will select any one of the three Honours degree awards (i.e. BSc(Hons) in Computing, BSc(Hons) in Enterprise Information Systems, BSc(Hons) in Information Technology) and start to study the corresponding content as early as in semester one of Year 2 or as late as in semester two of Year 2.
5. Abbreviations:

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- End -

CONTROLLING OFFICER'S REPLY**EDB734****(Question Serial No. 3620)**Head: (190) University Grants CommitteeSubhead (No. and 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 expenditure of the University Grants Committee on postgraduate programmes and postgraduate students for the past 5 years (from 2012/13 to 2016/17):

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 programmes; the intakes and tuition fees of self-financing programmes; 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 programmes; 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. 82)Reply:

1. The numbers of student intakes of the University Grants Committee (UGC)-funded taught postgraduate (TPg) programmes by university, mode of study, broad Academic Programme Category (APC) and place of origin from the 2012/13 to 2016/17 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 TPg programmes provided by the institutions concerned for the 2012/13 to 2015/16 academic years is at **Annex B**. Information on the total tuition fees for the 2012/13 to 2016/17 academic years is at **Annex C**.

2. Admission to research postgraduate (RPg) programmes is conducted by universities throughout the year. The student enrolment of the UGC-funded RPg programmes by university, broad APC and place of origin from the 2012/13 to 2016/17 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 RPg programmes provided by the institutions concerned for the 2012/13 to 2015/16 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 universities. 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 2012/13 to 2016/17 academic years is tabulated below:

Academic Year	No. of Awardees
2012/13	165
2013/14	185
2014/15	223
2015/16	216
2016/17	231

The breakdown of the awardees by place of origin from the 2012/13 to 2016/17 academic years is tabulated at **Annex G**.

First-year Student Intakes of UGC-funded Taught Postgraduate Programmes by University, Mode of Study, Broad Academic Programme Category and Place of Origin, 2012/13 to 2016/17

(headcount)

Academic Year	University	Mode of Study	Broad Academic Programme Category	Place of Origin						
				Local students		The Mainland of China		Other non-local students		Total
				No.	%	No.	%	No.	%	
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
	EdUHK	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
			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 Universities				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
	EdUHK	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

Academic Year	University	Mode of Study	Broad Academic Programme Category	Place of Origin						
				Local students		The Mainland of China		Other non-local students		Total
				No.	%	No.	%	No.	%	
			Arts and Humanities	51	100.0%	-	-	-	-	51
			Education	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 Universities				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
			Education	206	100.0%	-	-	-	-	206
		PT	Education	365	100.0%	-	-	-	-	365
	Sub-total			664	99.8%	1	0.2%	-	-	665
	EdUHK	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 Universities				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

Academic Year	University	Mode of Study	Broad Academic Programme Category	Place of Origin						Total
				Local students		The Mainland of China		Other non-local students		
				No.	%	No.	%	No.	%	
	EdUHK	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
			Education	241	100.0%	-	-	-	-	241
	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
	All Universities			1 962	97.8%	30	1.5%	14	0.7%	2 006
2016/17#	CityU	FT	Social Sciences	71	100.0%	-	-	-	-	71
	Sub-total			71	100.0%	-	-	-	-	71
	HKBU	FT	Education	10	100.0%	-	-	-	-	10
		PT	Education	120	100.0%	-	-	-	-	120
	Sub-total			130	100.0%	-	-	-	-	130
	CUHK	FT	Engineering and Technology	40	100.0%	-	-	-	-	40
			Social Sciences	66	95.7%	3	4.3%	-	-	69
			Education	197	100.0%	-	-	-	-	197
		PT	Education	260	99.6%	1	0.4%	-	-	261
	Sub-total			563	99.3%	4	0.7%	-	-	567
	EdUHK	FT	Sciences	22	96.9%	1	3.1%	-	-	23
			Social Sciences	15	96.8%	1	3.2%	-	-	16
			Arts and Humanities	40	96.8%	1	3.2%	-	-	41
			Education	86	97.2%	2	2.8%	-	-	88
		PT	Sciences	52	100.0%	-	-	-	-	52
			Business and Management	3	100.0%	-	-	-	-	3
			Social Sciences	35	100.0%	-	-	-	-	35
			Arts and Humanities	53	100.0%	-	-	-	-	53
			Education	248	100.0%	-	-	-	-	248
	Sub-total			554	99.1%	5	0.9%	-	-	559
HKU	FT	Medicine, Dentistry and Health	13	100.0%	-	-	-	-	13	
		Engineering and Technology	80	74.8%	21	19.6%	6	5.6%	107	
		Social Sciences	201	96.2%	5	2.4%	3	1.4%	209	
		Education	101	100.0%	-	-	-	-	101	
	PT	Social Sciences	22	100.0%	-	-	-	-	22	
		Education	145	100.0%	-	-	-	-	145	
		Sub-total			562	94.1%	26	4.4%	9	1.5%
All Universities			1 880	97.7%	35	1.8%	9	0.5%	1 924	

Notes:

1. The student numbers are in decimal places which are all rounded to the nearest whole numbers. Hence, figures may not add up to the corresponding totals due to rounding. Some UGC-funded programmes are mapped to more than one Academic Programme Category (APC), the student enrolment of these programmes are counted across the APCs concerned on a pro rata basis.
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
EdUHK	The Education University of Hong Kong
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 Universities from the 2012/13 to the 2015/16 Academic Years**

(a) Actual Student Intakes by Broad Academic Programme Category

(headcount)

University	Broad Academic Programme Category	2012/13	2013/14	2014/15	2015/16
CityU	Arts & Humanities	424	400	490	433
	Business & Management	967	986	1 186	1 162
	Engineering & Technology	297	419	406	381
	Sciences	251	328	266	361
	Social Sciences	1 110	1 107	1 118	997
	Total	3 049	3 240	3 466	3 334
HKBU	Arts & Humanities	336	436	368	283
	Business & Management	369	360	377	366
	Education	187	249	250	192
	Engineering & Technology	41	57	80	52
	Medicine, Dentistry & Health	99	120	112	111
	Sciences	381	421	472	355
	Social Sciences	587	689	733	670
	Total	2 000	2 332	2 392	2 029
LU	Arts & Humanities	91	59	66	89
	Business & Management	246	173	252	216
	Total	337	232	318	305
CUHK	Arts & Humanities	1 199	1 159	1 139	923
	Business & Management	459	645	853	859
	Education	554	683	365	340
	Engineering & Technology	335	404	350	294
	Medicine, Dentistry & Health	887	896	825	810
	Sciences	463	620	567	500
	Social Sciences	1 514	1 663	1 587	1 524
	Total	5 411	6 070	5 686	5 250
EdUHK	Education	526	745	685	665
	Social Sciences	-	-	40	27
	Total	526	745	725	692
PolyU	Arts & Humanities	738	742	739	601
	Business & Management	1 296	1 405	1 364	1 350
	Engineering & Technology	427	561	611	599
	Medicine, Dentistry & Health	295	422	412	381
	Sciences	286	302	338	324
	Social Sciences	316	297	279	291
	Total	3 358	3 729	3 743	3 546
HKUST	Arts & Humanities	61	27	64	40
	Business & Management	658	734	852	824
	Engineering & Technology	329	451	479	470
	Sciences	223	219	221	318
	Social Sciences	154	144	147	163
	Total	1 425	1 575	1 763	1 815
HKU	Arts & Humanities	300	373	278	345
	Business & Management	636	605	577	722
	Education	344	439	524	583
	Engineering & Technology	908	908	896	916
	Medicine, Dentistry & Health	395	493	552	456
	Sciences	438	499	475	533
	Social Sciences	1 191	1 251	1 212	1 289
	Total	4 212	4 568	4 514	4 844

Notes:

- Figures include both full-time and part-time programmes.
- “-” Indicates that no relevant programmes were offered by the universities.
- Information for the 2016/17 academic year is not yet available.

(b) Student Enrolment (Headcount) by University and Place of Origin

Academic Year	Place of Origin	University								
		CityU	HKBU	LU	CUHK	EdUHK	PolyU	HKUST	HKU	Total
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%)
	Mainland 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%)
	Mainland 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%)
	Mainland 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%)
2015/16	Local students	2 656 (52.1%)	1 024 (37.6%)	163 (41.9%)	5 803 (68.4%)	718 (61.0%)	5 628 (74.1%)	1 089 (39.6%)	6 544 (78.0%)	23 625 (64.5%)
	Mainland China	2 355 (46.2%)	1 648 (60.5%)	210 (54.0%)	2 544 (30.0%)	448 (38.0%)	1 832 (24.1%)	1 360 (49.4%)	1 541 (18.4%)	11 938 (32.6%)
	Other non-local students	88 (1.7%)	50 (1.8%)	16 (4.1%)	134 (1.6%)	12 (1.0%)	137 (1.8%)	302 (11.0%)	307 (3.7%)	1 046 (2.9%)
	Total	5 099 (100.0%)	2 722 (100.0%)	389 (100.0%)	8 481 (100.0%)	1 178 (100.0%)	7 597 (100.0%)	2 751 (100.0%)	8 392 (100.0%)	36 609 (100.0%)

Notes:

- Figures include both full-time and part-time programmes.
- Information for the 2016/17 academic year is not yet available.

**Total Tuition Fees of Locally-accredited Self-financing Taught Postgraduate Programmes¹
Offered by UGC-funded Universities by Broad Academic Programme Category
from the 2012/13 to the 2016/17 Academic Years**

University	Broad Academic Programme Category	Total Tuition Fee ² (\$)				
		2012/13	2013/14	2014/15	2015/16	2016/17
CityU	Arts and Humanities	80,100 - 180,900	85,200 - 199,260	85,200 - 208,440	85,200 - 226,800	90,300 - 235,980
	Business and Management	85,200 - 567,760	115,800 - 634,000	115,800 - 677,300	115,800 - 696,690	115,800 - 706,380
	Engineering and Technology	34,080 - 403,830	34,080 - 404,460	34,080 - 394,440	48,360 - 404,130	54,480 - 413,820
	Sciences	34,080 - 105,600	36,120 - 110,700	36,120 - 120,900	36,120 - 141,300	44,280 - 121,770
	Social Sciences	75,000 - 298,200	75,000 - 343,400	75,000 - 343,400	80,100 - 359,040	80,100 - 374,680
HKBU	Arts and Humanities	14,000 - 225,000	14,000 - 225,000	80,000 - 270,000	92,000 - 270,000	92,000 - 270,000
	Business and Management	57,600 - 428,000	66,000 - 428,000	66,000 - 428,000	73,260 - 495,000	129,000 - 495,000
	Education	65,000 - 85,000	65,000 - 85,000	65,000 - 85,000	65,000 - 89,100	65,000 - 89,100
	Engineering and Technology	95,000	100,000	100,000	110,000	110,000
	Medicine, Dentistry and Health	100,000 - 104,000	100,000 - 104,000	110,000 - 114,000	110,000 - 114,000	120,000 - 130,000
	Sciences	89,000 - 130,000	89,000 - 210,000	98,500 - 210,000	105,000 - 210,000	105,000 - 210,000
	Social Sciences	84,000 - 110,000	84,000 - 110,000	84,000 - 130,000	84,200 - 144,000	84,200 - 144,000
LU	Arts and Humanities	64,000 - 72,000	64,000 - 72,000	68,000 - 72,000	68,000 - 73,000	72,000 - 74,000
	Business and Management	55,000 - 120,000	55,000 - 120,000	65,000 - 126,000	52,000 - 152,000	52,000 - 152,000
CUHK	Arts and Humanities	72,000 - 126,300	68,000 - 126,300	72,000 - 126,300	84,000 - 126,300	84,000 - 126,300
	Business and Management	63,000 - 597,000	63,000 - 550,800	70,800 - 550,800	70,800 - 645,540	78,000 - 674,700
	Education	45,000 - 252,000	45,000 - 252,000	50,000 - 270,000	60,000 - 270,000	60,000 - 270,000
	Engineering and Technology	90,000 - 120,000	85,000 - 120,000	100,000 - 240,000	120,000 - 260,000	124,992 - 280,000
	Medicine, Dentistry and Health	45,000 - 442,000	45,000 - 459,000	50,000 - 430,088	52,000 - 474,080	55,000 - 497,940
	Sciences	72,000 - 144,000	72,000 - 144,000	80,000 - 160,000	84,000 - 160,000	84,000 - 168,000
	Social Sciences	75,000 - 288,000	65,000 - 288,000	84,200 - 302,400	84,200 - 333,360	98,000 - 333,360
EdUHK	Education	48,000 - 252,000	78,000 - 252,000	78,000 - 273,600	83,000 - 286,560	84,000 - 311,040
	Social Sciences	-	-	85,200	92,000	98,000

University	Broad Academic Programme Category	Total Tuition Fee ² (\$)				
		2012/13	2013/14	2014/15	2015/16	2016/17
PolyU	Arts and Humanities	81,000 - 288,000	81,000 - 288,000	81,000 - 288,000	81,000 - 288,000	96,000 - 302,400
	Business and Management	81,000 - 556,000	81,000 - 634,000	81,000 - 690,000	81,000 - 690,000	90,000 - 707,400
	Education	-	-	-	-	96,000 - 124,800
	Engineering and Technology	81,000 - 336,000	81,000 - 336,000	81,000 - 336,000	81,000 - 336,000	90,000 - 408,000
	Medicine, Dentistry and Health	87,000 - 300,000	84,000 - 360,000	87,000 - 360,000	87,000 - 360,000	90,000 - 414,000
	Sciences	81,000 - 111,600	81,000 - 111,600	90,000 - 111,600	90,000 - 111,600	90,000 - 240,000
	Social Sciences	81,000 - 240,000	93,000 - 240,000	93,000 - 240,000	93,000 - 240,000	93,000 - 264,000
HKUST	Arts and Humanities	75,000 - 80,000	85,000 - 86,000	90,000	90,000	85,000
	Business and Management	98,000 - 1,165,000	100,000 - 1,190,000	110,000 - 1,205,000	110,000 - 1,250,000	110,000 - 1,250,000
	Education	-	-	-	-	84,000
	Engineering and Technology	46,500 - 93,000	50,000 - 100,000	55,000 - 110,000	60,000 - 120,000	60,000 - 120,000
	Sciences	45,000 - 120,000	45,000 - 140,000	50,000 - 140,000	50,000 - 180,000	55,000 - 180,000
	Social Sciences	86,000 - 128,000	95,000 - 147,000	95,000 - 160,000	100,000 - 160,000	100,000 - 170,000
HKU	Arts and Humanities	30,000 - 139,020	30,000 - 139,000	30,000 - 147,300	25,500 - 147,300	30,000 - 108,000
	Business and Management	24,030 - 1,095,120	24,300 - 975,312	31,930 - 1,095,120	22,000 - 492,000	16,000 - 1,095,120
	Education	39,900 - 360,000	39,900 - 342,000	39,900 - 342,000	39,900 - 105,000	43,000 - 115,500
	Engineering and Technology	38,000 - 256,600	38,000 - 193,400	41,600 - 288,000	41,600 - 256,000	41,600 - 268,800
	Medicine, Dentistry and Health	19,820 - 1,051,200	12,400 - 907,500	13,400 - 1,051,200	14,800 - 1,051,200	13,900 - 1,051,200
	Sciences	28,800 - 129,600	28,800 - 129,600	28,800 - 129,600	28,800 - 144,000	28,800 - 150,000
	Social Sciences	31,800 - 273,600	24,030 - 252,000	28,000 - 273,600	34,800 - 318,600	36,500 - 349,800

Notes:

1. Taught postgraduate programmes include postgraduate certificate, postgraduate diploma, master's degree and doctorate programmes.
2. Total tuition fee for the entire programme.

**Student Enrolment of UGC-funded Research Postgraduate Programmes by University,
Broad Academic Programme Category and Place of Origin, 2012/13 to 2016/17 Academic Years**

(headcount)

Academic Year	University	Broad Academic Programme Category	Place of Origin						Total
			Local students		The Mainland of China		Other non-local students		
			No.	%	No.	%	No.	%	
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
	EdUHK	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
		Social Sciences	89	35.1%	129	51.1%	35	13.8%	253

Academic Year	University	Broad Academic Programme Category	Place of Origin						
			Local students		The Mainland of China		Other non-local students		Total
			No.	%	No.	%	No.	%	
		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 Universities			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
	EdUHK	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
		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

Academic Year	University	Broad Academic Programme Category	Place of Origin					
			Local students		The Mainland of China		Other non-local students	
			No.	%	No.	%	No.	%
		Education	43	29.9%	73	50.9%	28	19.2%
	Sub-total		603	27.8%	1 333	61.6%	229	10.6%
All Universities			1 557	22.2%	4 767	68.0%	690	9.8%
2014/15	CityU	Medicine, Dentistry and Health	2	13.0%	7	60.9%	3	26.1%
		Sciences	28	13.8%	155	75.6%	22	10.7%
		Engineering and Technology	21	7.0%	243	79.3%	42	13.8%
		Business and Management	6	7.4%	61	75.3%	14	17.3%
		Social Sciences	6	6.4%	53	56.4%	35	37.3%
		Arts and Humanities	7	16.4%	18	41.8%	18	41.8%
	Sub-total		70	9.5%	537	72.5%	134	18.1%
	HKBU	Medicine, Dentistry and Health	4	17.2%	18	75.9%	2	6.9%
		Sciences	24	19.7%	93	75.7%	6	4.6%
		Engineering and Technology	@	11.1%	1	77.8%	@	11.1%
		Business and Management	4	26.7%	8	53.3%	3	20.0%
		Social Sciences	13	28.6%	24	53.5%	8	17.8%
		Arts and Humanities	24	45.3%	15	29.3%	13	25.4%
		Education	4	49.2%	3	34.4%	1	16.4%
	Sub-total		73	27.2%	162	60.4%	33	12.3%
	LU	Business and Management	5	25.0%	15	75.0%	-	-
		Social Sciences	6	30.0%	7	35.0%	7	35.0%
		Arts and Humanities	16	38.1%	13	31.0%	13	31.0%
	Sub-total		27	32.9%	35	42.7%	20	24.4%
	CUHK	Medicine, Dentistry and Health	68	19.5%	273	77.9%	9	2.6%
		Sciences	162	29.3%	385	69.6%	6	1.1%
		Engineering and Technology	28	8.9%	276	88.3%	9	2.9%
		Business and Management	2	3.6%	54	96.4%	-	-
		Social Sciences	73	26.3%	182	65.5%	23	8.3%
		Arts and Humanities	95	41.6%	113	49.6%	20	8.8%
		Education	7	14.9%	40	85.1%	-	-
	Sub-total		435	23.8%	1 323	72.5%	67	3.7%
	EdUHK	Education	10	34.5%	13	44.8%	6	20.7%
	Sub-total		10	34.5%	13	44.8%	6	20.7%
	PolyU	Medicine, Dentistry and Health	18	32.7%	27	48.4%	11	18.9%
		Sciences	50	29.6%	113	67.5%	5	2.9%
		Engineering and Technology	49	14.8%	237	72.0%	43	13.1%
		Business and Management	9	12.6%	42	59.8%	19	27.6%
		Social Sciences	5	20.0%	9	37.6%	10	42.4%
		Arts and Humanities	4	9.6%	28	59.2%	15	31.3%
	Sub-total		135	19.5%	456	65.7%	103	14.8%
	HKUST	Sciences	79	15.4%	403	78.7%	31	6.0%
		Engineering and Technology	66	9.3%	515	73.3%	122	17.4%
		Business and Management	9	12.8%	44	66.6%	14	20.6%
		Social Sciences	1	2.4%	52	97.2%	@	0.4%
		Arts and Humanities	5	27.8%	13	72.2%	-	-
	Sub-total		159	11.7%	1 028	75.9%	167	12.3%
	HKU	Medicine, Dentistry and Health	169	29.0%	360	61.9%	53	9.0%
		Sciences	149	28.9%	329	64.1%	36	7.0%
		Engineering and Technology	52	11.6%	369	81.9%	29	6.5%
		Business and Management	3	10.0%	24	80.0%	3	10.0%
		Social Sciences	73	29.1%	137	55.2%	39	15.7%
		Arts and Humanities	58	34.5%	64	37.6%	47	27.9%
		Education	25	19.0%	72	54.4%	35	26.6%

Academic Year	University	Broad Academic Programme Category	Place of Origin						
			Local students		The Mainland of China		Other non-local students		Total
			No.	%	No.	%	No.	%	
	Sub-total		528	24.9%	1 355	63.8%	242	11.4%	2 125
All Universities			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%	219
		Engineering and Technology	21	6.0%	271	78.7%	52	15.2%	344
		Business and Management	6	6.8%	68	77.3%	14	15.9%	88
		Social Sciences	7	8.0%	45	51.8%	35	40.2%	87
		Arts and Humanities	11	22.1%	17	33.8%	22	44.1%	50
	Sub-total		71	8.8%	575	71.1%	162	20.1%	808
	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%	-	0.0%	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%	-	0.0%	45
	Sub-total		468	23.7%	1 428	72.3%	80	4.0%	1 976
	EdUHK	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	
	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	

Academic Year	University	Broad Academic Programme Category	Place of Origin						
			Local students		The Mainland of China		Other non-local students		Total
			No.	%	No.	%	No.	%	
All Universities			1 442	19.6%	5 112	69.4%	816	11.1%	7 370
2016/17#	CityU	Medicine, Dentistry and Health	2	4.9%	18	57.4%	12	37.7%	31
		Sciences	30	11.1%	198	73.1%	43	15.9%	270
		Engineering and Technology	21	5.3%	302	77.4%	68	17.3%	390
		Business and Management	6	6.5%	74	79.6%	13	14.0%	93
		Social Sciences	9	11.2%	41	52.0%	29	36.8%	80
		Arts and Humanities	16	25.4%	32	49.8%	16	24.8%	63
	Sub-total		83	9.0%	664	71.6%	180	19.4%	927
	HKBU	Medicine, Dentistry and Health	4	16.7%	15	63.3%	5	20.0%	24
		Sciences	19	14.8%	100	79.0%	8	6.2%	126
		Engineering and Technology	@	20.0%	1	60.0%	@	20.0%	2
		Business and Management	7	36.8%	11	57.9%	1	5.3%	19
		Social Sciences	12	30.3%	19	47.8%	9	22.0%	40
		Arts and Humanities	19	36.8%	20	38.1%	13	25.1%	53
		Education	3	34.7%	4	51.9%	1	13.4%	7
	Sub-total		64	23.6%	170	62.7%	37	13.7%	271
	LU	Business and Management	5	27.8%	9	50.0%	4	22.2%	18
		Social Sciences	4	20.0%	6	30.0%	10	50.0%	20
		Arts and Humanities	15	44.1%	12	35.3%	7	20.6%	34
	Sub-total		24	33.3%	27	37.5%	21	29.2%	72
	CUHK	Medicine, Dentistry and Health	87	21.3%	308	75.3%	14	3.4%	409
		Sciences	167	28.4%	406	69.2%	14	2.4%	586
		Engineering and Technology	35	9.8%	315	87.7%	9	2.5%	359
		Business and Management	9	15.0%	50	83.3%	1	1.7%	60
		Social Sciences	81	26.4%	198	64.5%	28	9.1%	307
		Arts and Humanities	105	43.7%	117	48.4%	19	7.9%	241
		Education	7	17.3%	29	77.3%	2	5.3%	38
	Sub-total		490	24.5%	1 422	71.1%	87	4.4%	1 999
	EdUHK	Education	17	27.4%	36	58.1%	9	14.5%	62
	Sub-total		17	27.4%	36	58.1%	9	14.5%	62
	PolyU	Medicine, Dentistry and Health	16	30.8%	14	26.0%	23	43.2%	52
		Sciences	67	33.2%	124	61.9%	10	5.0%	201
		Engineering and Technology	38	11.2%	249	72.2%	57	16.6%	344
		Business and Management	6	6.8%	58	69.2%	20	24.0%	84
		Social Sciences	2	8.4%	10	46.6%	10	45.0%	22
		Arts and Humanities	7	18.0%	22	54.6%	11	27.4%	40
	Sub-total		136	18.3%	477	64.1%	131	17.6%	744
	HKUST	Sciences	93	17.5%	397	74.1%	45	8.4%	535
		Engineering and Technology	97	12.7%	518	67.7%	150	19.6%	765
		Business and Management	11	17.3%	38	57.8%	16	24.9%	66
		Social Sciences	9	15.9%	46	83.6%	@	0.5%	56
Arts and Humanities		12	41.4%	15	51.7%	2	6.9%	29	
Sub-total		223	15.4%	1 014	69.9%	214	14.7%	1 451	
HKU	Medicine, Dentistry and Health	168	30.1%	335	59.9%	55	9.9%	558	
	Sciences	125	24.9%	328	65.5%	48	9.6%	500	
	Engineering and Technology	46	10.4%	371	84.3%	23	5.3%	440	
	Business and Management	4	14.8%	23	85.2%	-	-	27	
	Social Sciences	61	27.1%	127	56.6%	37	16.3%	225	
	Arts and Humanities	50	33.3%	59	39.5%	41	27.3%	150	
	Education	28	20.1%	77	54.9%	35	24.9%	141	
Sub-total		482	23.6%	1 320	64.7%	239	11.7%	2 041	
All Universities			1 519	20.1%	5 130	67.8%	918	12.1%	7 567

Notes:

1. The student numbers are in decimal places which are all rounded to the nearest whole numbers. Hence, figures may not add up to the corresponding totals due to rounding. Some UGC-funded programmes are mapped to more than one Academic Programme Category (APC), the student enrolment of these programmes are counted across the APCs concerned on a pro rata basis. In addition, if the RPg students are financed by universities using both UGC and external funds, they will be counted towards different sources on a pro-rata basis.
2. The place of origin of non-local students is determined having regard to their nationality.
3. RPg figures include only students funded by UGC within normal study periods.
4. '@' denotes 'magnitude less than 0.5.
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
EdUHK	The Education University of Hong Kong
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 Universities by Place of Origin, from 2012/13 to the 2015/16 Academic Years

Academic Year	Place of Origin	University					
		HKBU	CUHK	EdUHK	HKUST	HKU	Total
2012/13	Local students	11 (68.8%)	4 (100.0%)	4 (100.0%)	0 (0.0%)	316 (81.4%)	335 (71.4%)
	Mainland China	5 (31.3%)	0 (0.0%)	0 (0.0%)	57 (100.0%)	44 (11.3%)	106 (22.6%)
	Other non-local students	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	28 (7.2%)	28 (6.0%)
	Total	16 (100.0%)	4 (100.0%)	4 (100.0%)	57 (100.0%)	388 (100.0%)	469 (100.0%)
2013/14	Local students	19 (67.9%)	4 (100.0%)	4 (100.0%)	0 (0.0%)	315 (77.4%)	342 (65.5%)
	Mainland China	8 (28.6%)	0 (0.0%)	0 (0.0%)	79 (100.0%)	62 (15.2%)	149 (28.5%)
	Other non-local students	1 (3.6%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	30 (7.4%)	31 (5.9%)
	Total	28 (100.0%)	4 (100.0%)	4 (100.0%)	79 (100.0%)	407 (100.0%)	522 (100.0%)
2014/15	Local students	25 (71.4%)	4 (100.0%)	4 (100.0%)	0 (0.0%)	302 (72.1%)	335 (65.2%)
	Mainland China	9 (25.7%)	0 (0.0%)	0 (0.0%)	52 (100.0%)	86 (20.5%)	147 (28.6%)
	Other non-local students	1 (2.9%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	31 (7.4%)	32 (6.2%)
	Total	35 (100.0%)	4 (100.0%)	4 (100.0%)	52 (100.0%)	419 (100.0%)	514 (100.0%)
2015/16	Local students	30 (63.8%)	3 (100.0%)	3 (100.0%)	0 (0.0%)	295 (72.1%)	331 (70.4%)
	Mainland China	17 (36.2%)	0 (0.0%)	0 (0.0%)	8 (100.0%)	87 (21.3%)	112 (23.8%)
	Other non-local students	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	27 (6.6%)	27 (5.7%)
	Total	47 (100.0%)	3 (100.0%)	3 (100.0%)	8 (100.0%)	409 (100.0%)	470 (100.0%)

Notes:

1. Figures include both full-time and part-time programmes.
2. Information for the 2016/17 academic year is not yet available.

**Total Tuition Fees of Self-financing Research Postgraduate Programmes Offered by
UGC-funded Universities by University and Broad Academic Programme Category
from the 2012/13 to the 2016/17 Academic Years**

University	Broad Academic Programme Category	Total Tuition Fee (\$)				
		2012/13	2013/14	2014/15	2015/16	2016/17
HKBU	Arts and Humanities	144,000 - 252,600	144,000 - 252,600	144,000 - 252,600	144,000 - 252,600	144,400 - 252,600
	Business and Management					
	Sciences					
	Social Sciences					
HKUST	Engineering and Technology	160,000	160,000	160,000	-	-
HKU	Arts and Humanities	151,500 - 227,250	151,500 - 227,250	151,500 - 227,250	84,200 - 227,250	84,200 - 283,500
	Business and Management					
	Education					
	Engineering and Technology					
	Medicine, Dentistry and 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. Total tuition fees refer to total tuition fee for the entire programme.
3. '-' denotes no relevant programmes were offered.

**Place of Origin of Awardees of the Hong Kong PhD Fellowship Scheme
from 2012/13 to 2016/17 Academic Years**

Country / Region	No. of Awardees 2012/13	No. of Awardees 2013/14	No. of Awardees 2014/15	No. of Awardees 2015/16	No. of Awardees 2016/17
Albania	-	-	2	-	-
Argentina	-	1	-	-	-
Australia	-	-	-	3	3
Austria	-	-	2	-	1
Azerbaijan	-	-	1	-	-
Bangladesh	2	3	3	2	7
Belarus	-	-	-	-	1
Belgium	-	-	-	1	-
Brazil	-	-	-	1	-
Bulgaria	-	-	1	-	-
Canada	-	2	1	-	3
Chad	-	-	-	-	-
Chile	-	1	-	1	-
Colombia	-	1	-	-	1
Costa Rica	-	-	-	-	-
Croatia	2	-	-	-	-
Cyprus	-	-	-	-	-
Czech Republic	-	2	2	-	1
Denmark	1	1	1	-	-
Dominican Republic	-	-	-	-	-
Egypt	-	2	2	1	-
Ethiopia	-	1	-	2	2
France	1	2	2	1	-
Germany	3	6	4	1	1
Ghana	1	1	4	4	6
Greece	1	-	-	-	1
Hong Kong	16	14	13	14	15
Hungary	3	-	1	-	-
Iceland	-	-	-	-	1
India	3	-	3	5	5
Indonesia	1	-	-	-	1
Iran	1	3	-	-	3
Italy	3	6	4	2	5
Kenya	-	-	1	1	1
Latvia	-	1	-	-	-
Mainland China	92	103	131	133	120
Malaysia	2	3	4	2	4
Malta	-	-	-	-	1
Mexico	1	1	-	-	2
Myanmar	-	-	1	-	-
Nepal	-	-	-	-	1
Netherlands	3	1	1	-	1
New Zealand	2	-	-	-	1
Nigeria	3	1	4	2	6
Pakistan	1	4	4	8	8
Palestine	-	1	-	-	-
Philippines	-	2	3	3	2

Country / Region	No. of Awardees 2012/13	No. of Awardees 2013/14	No. of Awardees 2014/15	No. of Awardees 2015/16	No. of Awardees 2016/17
Poland	1	1	1	2	-
Republic of Serbia	-	-	-	1	-
Romania	-	2	1	-	-
Russia	2	-	2	1	1
Saudi Arabia	1	-	-	-	-
Singapore	-	-	1	1	4
Slovakia	-	-	1	-	-
South Africa	-	-	1	1	-
South Korea	4	1	2	3	4
Spain	1	1	-	1	-
Sri Lanka	4	1	1	2	-
Sweden	1	-	-	2	1
Switzerland	-	-	2	1	1
Taiwan	1	-	3	1	-
Thailand	-	-	2	1	2
Turkey	-	1	-	2	-
Ukraine	1	-	-	-	1
United Kingdom	2	6	6	3	1
United States of America	4	8	4	6	9
Uruguay	-	-	-	-	1
Vietnam	1	-	1	1	-
Zimbabwe	-	1	-	-	2
Total	165	185	223	216	231

- End -

CONTROLLING OFFICER'S REPLY**EDB735****(Question Serial No. 3621)**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. 83)Reply:

The University Grants Committee (UGC) usually conducts academic planning and recurrent grants assessment with its funded universities 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 universities to review periodically their institutional strategies and academic priorities and advance universities' international competitiveness in accordance with the roles of individual universities 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 universities' 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 universities 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 universities 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 universities 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 universities 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 universities 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 universities.

Approved FYFDs allocated to the eight UGC-funded universities, for each year in the 2016/17 to 2018/19 triennium

	CityU	HKBU	LU	CUHK	EdUHK	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
EdUHK	The Education University of Hong Kong	PolyU	The Hong Kong Polytechnic University
HKUST	The Hong Kong University of Science and Technology	HKU	The University of Hong Kong

^{Note 1} Each university was required to set aside 6% of their non-manpower-planned places for competitive allocation, except for LU and EdUHK. LU was required to set aside 4% of its FYFD places because of its “small size”. EdUHK did not need to set aside any places for competitive allocation, since most of its programmes were either subject to the Government’s manpower planning requirement or “protected” areas – in June 2009, the Executive Council approved the provision of 120 additional FYFD places to EdUHK 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

EDB736

(Question Serial No. 3622)

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 (2012/13 to 2016/17):

- (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 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. 84)

Reply:

- (1) According to information provided by the University Grants Committee (UGC)-funded universities, the amount of funding received from the Government utilized for research purposes in the past four academic years (2012/13 to 2015/16) is listed at **Annex A**. Information in respect of the 2016/17 academic year is not yet available as such information will only be reported by universities after the completion of the 2016/17 academic year. We do not have ready information from the universities on the number of projects funded from various Government sources and the breakdown of provisions by academic department of universities.

The amount of funding secured through UGC/Research Grants Council (RGC) competitive research funding schemes in the past five academic years (2012/13 to 2016/17), with breakdown by university and broad subject category, is listed at **Annex B**. It is noteworthy that competitive research funding secured in an academic year does not need to be fully spent within the same academic year.

- (2) The total number of research projects in UGC-funded universities monitored by the UGC and RGC, as well as the number of research projects terminated and reasons for termination in the past five academic years (2012/13 to 2016/17) are tabulated at **Annex C**.
- (3) The staff establishment, minimum salary point, mode of employment and turnover rate of research assistants and senior research assistants of UGC-funded universities, with breakdown by university in the past five academic years (2012/13 to 2016/17), are set out at **Annex D**.
- (4) The annual research grants, administrative expenses and balance of the Research Endowment Fund for 2012/13 to 2015/16 are tabulated at **Annex E**. Information for 2016/17 is not yet available.
- (5) 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 from 2014/15 to 2016/17 academic years, with breakdown by local self-financing degree-awarding institution and broad subject category, is listed at **Annex F**.

**Funding Received by UGC-funded Universities from the Government
Utilized for Research Purposes
(2012/13 to 2015/16)**

2012/13

University	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
The Education University of Hong Kong	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

University	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
The Education University of Hong Kong	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

University	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
The Education University of Hong Kong	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

2015/16

University	From UGC / RGC (\$ million)	From Other Government Sources (\$ million)	Total (\$ million)
City University of Hong Kong	910.7	67.6	978.3
Hong Kong Baptist University	428.3	27.3	455.6
Lingnan University	118.0	2.8	120.7
The Chinese University of Hong Kong	1,471.8	257.7	1,729.6
The Education University of Hong Kong	228.1	8.1	236.2
The Hong Kong Polytechnic University	977.8	158.3	1,136.1
The Hong Kong University of Science and Technology	890.3	86.9	977.2
The University of Hong Kong	2,067.1	242.2	2,309.3
Total	7,092.0	851.0	7,943.0

Note:

1. Figures are based on information provided by UGC-funded universities.
2. Figures may not add up to total due to rounding.

**Funding Received by UGC-funded Universities through
UGC / RGC Competitive Research Funding Schemes
(2012/13 to 2016/17)**

Breakdown by University

University	2012/13 (\$ million)	2013/14 (\$ million)	2014/15 (\$ million)	2015/16 (\$ million)	2016/17 (\$ million) (Note 1)
City University of Hong Kong	83.6	100.7	121.1	172.2	139.0
Hong Kong Baptist University	47.0	42.9	49.3	49.5	46.0
Lingnan University	5.9	8.7	3.5	7.6	4.6
The Chinese University of Hong Kong	190.1	380.5	217.3	212.6	298.7
The Education University of Hong Kong	14.3	19.7	19.2	27.3	13.7
The Hong Kong Polytechnic University	90.5	121.2	123.6	118.4	113.4
The Hong Kong University of Science and Technology	204.3	237.9	154.8	196.8	265.2
The University of Hong Kong	318.8	206.8	414.2	255.0	423.8
Total (Note 2)	954.5	1,118.4	1,103.0	1,039.4	1,304.3

Breakdown by Broad Subject Category

Broad Subject Category	2012/13 (\$ million)	2013/14 (\$ million)	2014/15 (\$ million)	2015/16 (\$ million)	2016/17 (\$ million) (Note 1)
Biology and Medicine	364.7	441.3	408.2	327.1	518.5
Business	62.1	53.7	76.8	93.2	60.4
Engineering	266.2	286.7	299.9	313.9	313.1
Humanities and Social Sciences	110.2	126.1	134.4	144.5	158.9
Physical Sciences	151.4	210.6	183.7	160.7	253.4
Total (Note 2)	954.5	1,118.4	1,103.0	1,039.4	1,304.3

Note 1 Position up to 28 February 2017.

Note 2 Figures may not add up due to rounding.

**Total Number of Research Projects in UGC-funded Universities Monitored by the UGC / RGC
And Number of Terminated Projects
(2012/13 to 2016/17)**

Academic Year	No. of projects monitored by UGC / RGC	No. of terminated projects (% total)	Funds involved (\$ million)	Funds returned to UGC / RGC (\$ million)
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	6 321	28 (0.44%)	15.5	4.1
2016/17 ^(Note)	6 571	22 (0.33%)	9.3	3.6

Note Position up to 28 February 2017.

**Reasons for Project Termination
(2012/13 to 2016/17)**

Reason	Number
Departure of the Principal Investigators from UGC-funded universities	74
Principal Investigators retired	8
Failure to submit progress reports by Principal Investigators	6
Principal Investigators passed away	4
Withdrawal from research projects by Principal Investigators	2
Not meeting eligibility requirements due to Principal Investigator's change of staff grade	1
Principal Investigator involved in a substantiated misconduct case and disqualified	1

**Staff Establishment, Minimum Salary Point, Mode of Employment and Turnover Rate
of Research Assistants and Senior Research Assistants in UGC-funded Universities
(2012/13 to 2016/17)**

2012/13

University	Research Assistant					Senior Research Assistant				
	Turnover rate (Note 1)	Minimum monthly pay (\$)	Mode of Employment			Turnover rate (Note 1)	Minimum monthly 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 (Note 2)			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 (Note 2)
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
EdUHK	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

University	Research Assistant					Senior Research Assistant				
	Turnover rate (Note 1)	Minimum monthly pay (\$)	Mode of Employment			Turnover rate (Note 1)	Minimum monthly 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 (Note 2)			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 (Note 2)
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
EdUHK	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

University	Research Assistant					Senior Research Assistant				
	Turnover rate (Note 1)	Minimum monthly pay (\$)	Mode of Employment			Turnover rate (Note 1)	Minimum monthly 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 (Note 2)			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 (Note 2)
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	22.0%	28,605	4	0	0
CUHK	9.7%	16,840	164	26	102	N/A	N/A	0	0	0
EdUHK	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

University	Research Assistant					Senior Research Assistant				
	Turnover rate (Note 1)	Minimum monthly pay (\$)	Mode of Employment			Turnover rate (Note 1)	Minimum monthly 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 (Note 2)			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 (Note 2)
CityU	21.5%	10,030	220	26	346	10.1%	18,290	73	19	116
HKBU	11.7%	10,100	40	2	241	9.0%	24,700	35	1	97
LU	0%	14,460	2	0	2	0%	30,655	4	0	0
CUHK	6.7%	17,635	174	29	144	N/A	N/A	0	0	0
EdUHK	14.8%	16,100	72	6	226	13.9%	21,900	31	1	47
PolyU	17.3%	11,000	32	14	406	10.0%	15,400	26	17	187
HKUST	17.2%	11,360	20	0	259	N/A	N/A	0	0	0
HKU	7.8%	15,370	101	4	854	4.3%	23,470	53	3	82

2016/17 (Provisional Figure)

University	Research Assistant					Senior Research Assistant				
	Turnover rate (Note 1)	Minimum monthly pay (\$)	Mode of Employment			Turnover rate (Note 1)	Minimum monthly 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 (Note 2)			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 (Note 2)
CityU	15.8%	10,340	149	19	384	9.2%	18,840	57	14	135
HKBU	12.9%	10,100	37	2	216	6.8%	24,700	30	1	86
LU	50%	13,000	2	0	2	25%	26,700	4	0	0
CUHK	4.3%	18,450	135	21	279	N/A	N/A	0	0	0
EdUHK	6.3%	16,900	67	12	207	8.1%	23,000	27	3	44
PolyU	4.6%	13,050	39	17	461	5.0%	17,870	33	13	174
HKUST	7.9%	11,885	18	0	277	N/A	N/A	0	0	0
HKU	7.8%	16,090	126	4	864	3.8%	24,575	46	4	107

Legend:

CityU	City University of Hong Kong
HKBU	Hong Kong Baptist University
LU	Lingnan University
CUHK	The Chinese University of Hong Kong
EdUHK	The Education University of Hong Kong
PolyU	The Hong Kong Polytechnic University
HKUST	The Hong Kong University of Science and Technology
HKU	The University of Hong Kong

Note 1 In calculating the turnover rate, universities have excluded staff leaving upon completion of contract.

Note 2 Short-term contracts mean contracts which are of one year or less.

Note 3 CUHK and HKUST have not employed any Senior Research Assistants in the past five academic years. Hence the turnover rate and minimum monthly pay in respect of Senior Research Assistant are not applicable to these two universities.

**The annual research grants, administrative expenses and balance
of the Research Endowment Fund
(2012/13 to 2015/16)**

	For the year ended			
	31 August 2013 (\$ million)	31 August 2014 (\$ million)	31 August 2015 (\$ million)	31 August 2016 (\$ million)
Research grants	662	864	1,018	588
Administrative expenses	1	0	0	0
Fund balance	25,959	26,131	26,360	26,811

Note 1 The accounting period for the Research Endowment Fund runs from 1 September to 31 August of the following year.

Note 2 Information for 2016/17 is not yet available.

**Funding Received by Local Self-financing Degree-awarding Institutions
Through UGC / RGC Competitive Research Funding Schemes
(2014/15 to 2016/17)**

Breakdown by Institution

Institution	2014/15 (\$ million)	2015/16 (\$ million)	2016/17 (\$ million) (Note 1)
Caritas Institute of Higher Education	11.1	13.7	5.0
Centennial College	15.8	6.8	0.8
Chu Hai College of Higher Education	18.6	0.5	8.8
Hang Seng Management College	12.3	20.0	19.8
Hong Kong Shue Yan University	16.9	2.8	8.4
The Open University of Hong Kong	12.9	17.1	8.1
Tung Wah College	15.4	2.0	3.9
HKCT Institute of Higher Education (Note 2)	-	2.5	-
School of Continuing Education, Hong Kong Baptist University (Note 2)	-	6.8	0.8
School of Professional Education and Executive Development, The Hong Kong Polytechnic University (Note 2)	-	1.2	2.4
Technological and Higher Education Institute of Hong Kong (Note 2)	-	12.9	23.5
Gratia Christian College (Note 3)	-	-	1.5
Total (Note 4)	103.0	86.3	82.9

Note 1 Position up to 28 February 2017.

Note 2 Institutions were eligible for the funding schemes starting from the 2015/16 academic year.

Note 3 Institution was eligible for the funding schemes starting from the 2016/17 academic year.

Note 4 Figures may not add up due to rounding.

Breakdown by Broad Subject Category

Broad Subject Category	2014/15 (\$ million)	2015/16 (\$ million)	2016/17 (\$ million) (Note 5)
Biology and Medicine	2.2	7.0	10.5
Business	6.5	5.6	11.6
Engineering	9.3	7.4	9.0
Humanities and Social Sciences	14.7	11.3	7.5
Physical Sciences	2.4	2.3	4.2
Institutional Development Scheme (IDS) (Note 6)	68.0	52.8	40.1
Total (Note 7)	103.0	86.3	82.9

Note 5 Position up to 28 February 2017.

Note 6 IDS project is for the whole institution to develop its research capacity and the project cannot be categorized by subject.

Note 7 Figures may not add up due to rounding.

- End -

CONTROLLING OFFICER'S REPLY**EDB737****(Question Serial No. 3623)**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 universities, please provide the figures of the following for the past 5 years (2012/13-2016/17) and the estimated figures for the 2017/18 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 employment contract and substantive appointment in the 8 UGC-funded universities;
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 universities; and
3. the amount of expenditure on salaries and benefits of each university which are funded by public money and income other than public funds respectively.

Asked by: Hon IP Kin-yuen (Member Question No. 85)Reply:

1. The total numbers and respective percentages of staff on contract and substantive appointment from the 2012/13 to 2016/17 academic years as provided by the University Grants Committee (UGC)-funded universities are at **Annex A**. The breakdown between academic and administrative / support staff is not readily available. The corresponding percentages of staff changes for each of the UGC-funded universities from the 2012/13 to 2016/17 academic years are at **Annex B**. Estimate for the 2017/18 academic year is not available.
2. The changes in the number of senior staff of UGC-funded universities as provided by the universities from the 2012/13 to 2016/17 academic years are at **Annex C**. Estimate for the 2017/18 academic year is not available.

As regards expenditure on salaries of senior staff, since the deregulation of the salary scales of UGC-funded universities in 2003, the UGC has not sought to control for funding purposes actual expenditure on salaries in the universities. The information requested is thus not available.

3. The bulk of the Government subvention to the eight UGC-funded universities 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 universities (including expenditure on salaries and benefits) is not solely covered by Government funding. Universities 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 universities, the expenditure on salaries and benefits and the income for the 2012/13 to 2015/16 academic years are set out at Annex D. Information for the 2016/17 academic year is not available and there is no estimate made for the 2017/18 academic year.

**Number and Percentage of Staff on Contract, Long-term Contract and Substantive Appointment in
UGC-funded Universities, 2012/13 to 2016/17 Academic Years**

2016/17 Academic Year (Provisional)

University	Contract staff		Long-term contract staff		Substantive staff	
	No.	% of total staff	No.	% of total staff	No.	% of total staff
CityU	1 180	41.2%	1	0.03%	1 686	58.8%
HKBU	856	56.0%	0	0%	674	44.0%
LU	232	43.7%	151	28.4%	148	27.9%
CUHK	2 503	54.3%	31	0.7%	2 074	45.0%
EdUHK	617	49.1%	118	9.4%	521	41.5%
PolyU	1 250	40.2%	103	3.3%	1 757	56.5%
HKUST	1 183	46.0%	43	1.7%	1 349	52.3%
HKU	2 892	58.7%	115	2.3%	1 918	39.0%

2015/16 Academic Year

University	Contract staff		Long-term contract staff		Substantive staff	
	No.	% of total staff	No.	% of total staff	No.	% of total staff
CityU	1 179	41.1%	1	0.03%	1 690	58.9%
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%
EdUHK	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

University	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%
EdUHK	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

University	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%
EdUHK	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

University	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%
EdUHK	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%

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 EdUHK, figures exclude research, honorary and part-time staff; for HKUST, figures exclude honorary and part-time staff.

Abbreviations:

CityU	- City University of Hong Kong
HKBU	- Hong Kong Baptist University
LU	- Lingnan University
CUHK	- The Chinese University of Hong Kong
EdUHK	- The Education University of Hong Kong
PolyU	- The Hong Kong Polytechnic University
HKUST	- The Hong Kong University of Science and Technology
HKU	- The University of Hong Kong

Staff Changes in UGC-funded Universities, 2012/13 to 2016/17 Academic Years

Total Staff Number –

University	2012/13	2013/14	2014/15	2015/16	2016/17 (Provisional)
CityU	2846	2842	2 858	2 870	2 867
HKBU	1399	1438	1 467	1 497	1 530
LU	521	525	523	515	531
CUHK	4363	4442	4 475	4 546	4 608
EdUHK	1126	1149	1 189	1 234	1 256
PolyU	2968	2973	2 962	3 114	3 110
HKUST	2363	2469	2 507	2 538	2 575
HKU	4744	4922	4 922	4 926	4 925

University	Changes between 2012/13 and 2013/14		Changes between 2013/14 and 2014/15	
	No.	% change	No.	% change
CityU	-4	-0.1%	+16	+0.6%
HKBU	+39	2.8%	+29	+2.0%
LU	+4	0.8%	-2	-0.4%
CUHK	+79	1.8%	+33	+0.7%
EdUHK	+23	2.0%	+40	+3.5%
PolyU	+5	0.2%	-11	-0.4%
HKUST	+106	4.5%	+38	+1.5%
HKU	+178	3.8%	0	0%

University	Changes between 2014/15 and 2015/16		Changes between 2015/16 and 2016/17	
	No.	% change	No.	% change
CityU	+12	+0.4%	-3	-0.1%
HKBU	+30	+2.0%	+33	+2.2%
LU	-8	-1.5%	+16	+3.11%
CUHK	+71	+1.5%	+62	+1.3%
EdUHK	+45	+3.8%	+22	+1.8%
PolyU	+152	+5.1%	-4	-0.1%
HKUST	+31	+1.2%	+37	+1.5%
HKU	+4	+0.1%	-1	-0.02%

Abbreviations:

CityU	- City University of Hong Kong
HKBU	- Hong Kong Baptist University
LU	- Lingnan University
CUHK	- The Chinese University of Hong Kong
EdUHK	- The Education University of Hong Kong
PolyU	- The Hong Kong Polytechnic University
HKUST	- The Hong Kong University of Science and Technology

Annex C**Number of Senior Staff in UGC-funded Universities by University,
2012/13 to 2016/17 Academic Years**

University	2012/13	2013/14	2014/15	2015/16	2016/17 (Provisional)
CityU	329	346 (+17)	379 (+33)	394 (+15)	415 (+21)
HKBU	135	130 (-5)	129 (-1)	127 (-2)	123 (-4)
LU	52	53 (+1)	56 (+3)	52 (-4)	54 (+2)
CUHK	329	317 (-12)	323 (+6)	309 (-14)	307 (-2)
EdUHK	111	108 (-3)	115 (+7)	118 (+3)	116 (-2)
PolyU	447	454 (+7)	446 (-8)	481 (+35)	470 (-11)
HKUST	326	332 (+6)	333 (+1)	327 (-6)	322 (-5)
HKU	360	368 (+8)	371 (+3)	371 (0)	382 (+11)

Notes:

1. Senior staff include professors, readers, senior lecturers, principal lecturers, senior technical research staff, senior administrative staff and senior technical staff.
2. Figures in brackets represent the changes in the staff numbers as compared to the preceding year.

Abbreviations:

CityU	- City University of Hong Kong
HKBU	- Hong Kong Baptist University
LU	- Lingnan University
CUHK	- The Chinese University of Hong Kong
EdUHK	- The Education University of Hong Kong
PolyU	- The Hong Kong Polytechnic University
HKUST	- The Hong Kong University of Science and Technology
HKU	- The University of Hong Kong

2012/13 to 2016/17 Academic Years
Expenditure on Salaries and Benefits and Income of UGC-funded universities ^{Note 1}

2012/13 Academic Year

University	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
EdUHK	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 universities.

Figures may not add up due to rounding.

2013/14 Academic Year

University	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
EdUHK	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 universities.

Figures may not add up due to rounding.

2014/15 Academic Year

Universities	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
EdUHK	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 universities.

Figures may not add up due to rounding.

2015/16 Academic Year

Universities	Expenditure on salaries and benefits (\$ million)	Income		
		Government funding ^{Note 2} (\$ million)	Tuition and other sources of income ^{Note 3} (\$ million)	Total (\$ million)
CityU	2,681	2,581	1,840	4,421
HKBU	1,794	1,305	1,438	2,743
LU	502	482	321	803
CUHK	4,690	4,798	3,173	7,972
EdUHK	1,010	923	582	1,506
PolyU	3,304	3,066	2,433	5,500
HKUST	2,300	2,509	1,669	4,178
HKU	5,044	4,870	2,775	7,645
Total	21,325	20,535	14,233	34,768

Source: Financial reports of UGC-funded universities.

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
EdUHK	- The Education University of Hong Kong
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 university 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**EDB738****(Question Serial No. 3624)**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 admission of students with special educational needs (SEN), students with disabilities and non-Chinese speaking students by University Grants Committee (UGC)-funded and self-financing institutions, please provide the following information for the past 5 years (from 2012/13 to 2016/17):

- (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. 86)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 university and type of disability from the 2012/13 and 2016/17 academic years is at **Annex A**. Funding for students with SEN is subsumed under the block grant allocated to the UGC-funded universities, and hence the UGC is unable to attribute the exact amount provided in supporting these students.
- (b) Some 32 100 student hostel places in the UGC-funded universities 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 2012/13 to 2016/17 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,
2015/16 to 2016/17 Academic Years**

Level of Study	Type of Disability	University								
		CityU	HKBU	LU	CUHK	EdUHK	PolyU	HKUST	HKU	Total
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
	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	-	-	2	-	-	6	1	10
	Mental Illness	-	-	-	1	-	1	2	-	4
	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

Level of Study	Type of Disability	University								
		CityU	HKBU	LU	CUHK	EdUHK	PolyU	HKUST	HKU	Total
	Hearing Impairment	4	12	5	7	2	8	3	21	62
	Speech and Language impairment	4	-	-	3	-	1	10	-	18
	Mental Illness	-	-	-	1	-	1	2	-	4
	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 3)	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
	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 3)	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										
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	-	2	1	-	4	4	19
	Autism Spectrum Disorders	2	1	1	1	-	2	3	3	13
	Attention Deficit/Hyperactivity Disorder	2	1	-	2	1	-	4	3	13
	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

Level of Study	Type of Disability	University								
		CityU	HKBU	LU	CUHK	EdUHK	PolyU	HKUST	HKU	Total
	Mental Illness	7	7	-	8	2	-	13	3	40
	Others ^(note 2)	8	14	3	-	3	22	7	26	83
	Sub-total	41	55	13	42	17	35	52	84	339
Total		44	55	13	42	17	41	52	84	348
2016/17 Academic Year (Provisional)										
Sub-degree	Specific Learning Difficulties	1	-	-	-	-	-	-	-	1
	Attention Deficit/Hyperactivity Disorder	1	-	-	-	-	-	-	-	1
	Hearing Impairment	1	-	-	-	1	-	-	-	2
	Mental Illness	-	-	-	-	1	-	-	-	1
	Others ^(note 2)	-	-	-	-	-	8	-	-	8
	Sub-total	3	-	-	-	2	8	-	-	13
Undergraduate	Specific Learning Difficulties	4	2	-	7	3	-	5	9	30
	Autism Spectrum Disorders	3	1	2	5	-	-	4	3	18
	Attention Deficit/Hyperactivity Disorder	1	-	-	3	1	-	9	5	19
	Physical Disability	10	3	3	9	1	6	3	13	48
	Visual Impairment	2	-	2	4	2	4	6	12	32
	Hearing Impairment	7	2	4	17	4	12	9	28	83
	Speech and Language impairment	-	-	-	1	-	2	3	2	8
	Mental Illness	6	1	-	12	2	1	12	5	39
	Others ^(note 2)	7	10	1	9	3	22	8	30	90
	Sub-total	40	19	12	67	16	47	59	107	367
Total		43	19	12	67	18	55	59	107	380

Notes:

- Figures are compiled based on the data provided by the UGC-funded universities based on information as reported by individual students via the Common Data Collection Format (CDCF).
- Including multiple types of disabilities.
- '-' denotes nil.
- Abbreviations:

CityU	City University of Hong Kong
HKBU	Hong Kong Baptist University
LU	Lingnan University
CUHK	The Chinese University of Hong Kong
EdUHK	The Education University of Hong Kong
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, 2012/13 to 2016/17 Academic Years

Academic Year	Level of Study	University								
		CityU	HKBU	LU	CUHK	EdUHK	PolyU	HKUST	HKU	Total
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	7	24	7	10	90	20	220
	Total	60	4	7	24	8	11	90	20	224
2016/17 (provisional)	Sub-degree	24	-	-	-	4	2	-	-	30
	Undergraduate	99	5	1	24	12	4	83	37	265
	Total	123	5	1	24	16	6	83	37	295

Notes:

1. Refer to local students whose ethnicity and/or spoken language at home are not Chinese.
2. '-' denotes nil.
3. ^ To tie in with the implementation of the new academic structure, UGC-funded universities have admitted two cohorts of undergraduate students in the 2012/13 academic year.
4. Abbreviations :

CityU	City University of Hong Kong
HKBU	Hong Kong Baptist University
LU	Lingnan University
CUHK	The Chinese University of Hong Kong
EdUHK	The Education University of Hong Kong
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**EDB739****(Question Serial No. 3626)**

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 (2012/13 to 2016/17):

- (a) the names of the top 10 funded undergraduate programmes, offered by each UGC-funded university, 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 university, 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. 88)

Reply:

Student admission is within the autonomy of the University Grants Committee (UGC)-funded universities. Following the principles of fairness and merit-based selection, each university 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 universities, 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. Universities 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 universities 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 universities to specify a particular ratio of local students admitted through the JUPAS and non-JUPAS routes. That said, we understand that individual universities 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 university with the highest ratio of local students with overseas qualifications to the total number of students admitted in the 2015/16 and 2016/17 academic years are at **Annex A**. The requested details regarding the top 10 UGC-funded FYFD programmes of each UGC-funded university with the largest number of local students with overseas qualifications in the 2015/16 and 2016/17 academic years are at **Annex B**. The same details covering the 2012/13 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 in 2015. Given the length of the reply, the details covering the 2012/13 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. Starting from 2016/17 academic year, since all new undergraduate non-local students are 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 universities, 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 universities in accordance with the principles of fairness and merit-based selection. Each university 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 university with the highest ratio of non-local students to the total number of students admitted in the 2015/16 and 2016/17 academic years are at **Annex C**. The requested details regarding the top 10 UGC-funded FYFD programmes of each UGC-funded university with the largest number of non-local students in the 2015/16 and 2016/17 academic years are at **Annex D**. The same details covering the 2012/13 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 in 2015. Given the length of the reply, the details covering the 2012/13 to 2014/15 academic years are not repeated herein.

All four annexes are prepared based on information provided by the universities.

**UGC-funded First-Year-First-Degree Programmes with the Highest Ratio of Local Students with Overseas Qualifications
to Total Number of Students Admitted, 2015/16 and 2016/17 Academic Years**

University: City University of Hong Kong

2015/16 Academic year Programme name		Number of students admitted					Local students with major overseas qualifications as percentage of total number 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%	-	-	*

2016/17 Academic year (provisional) Programme name		Number of students admitted						Local students with major overseas qualifications as percentage of total number 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 Social Sciences in Psychology	-	3	1	-	2	6	50.0%	-	*	*
2	Bachelor of Arts in Translation and Interpretation	-	1	-	1	-	2	50.0%	-	*	-
3	Bachelor of Arts in Media and Communication	-	2	-	-	4	6	33.3%	-	-	*
4	Bachelor of Arts in Linguistics and Language Applications	-	1	1	-	1	3	33.3%	-	-	*
5	Bachelor of Engineering in Manufacturing Systems Engineering	-	1	3	-	-	4	25.0%	-	-	-
6	Bachelor of Laws	40	11	5	-	4	60	18.3%	19.9	224.0	36.0
7	Bachelor of Engineering in Materials Engineering	-	1	4	-	2	7	14.3%	-	*	-
8	Bachelor of Business Administration in Global	10	3	2	-	8	23	13.0%	18.0	*	*

2016/17 Academic year (provisional) Programme name		Number of students admitted					Local students with major overseas qualifications as percentage of total number 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⁾						
	Business										
9	Bachelor of Arts in Creative Media	-	1	5	-	5	11	9.1%	-	-	-
10	Bachelor of Science in Biomedical Sciences	37	3	1	-	4	45	6.7%	16.0	*	-

Notes:

- They cover primarily major admission qualifications in which standardised grading schemes are adopted. As such, scores are not collected for sub-degree qualifications awarded by individual universities, though they are also major admission qualifications held by student intakes.
- Admission qualification refers to the highest relevant academic qualification possessed by a student on the basis of which his/her admission is decided.
- Include major overseas qualifications, such as the International Baccalaureate (IB), and 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 a full or a 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 Hong Kong Diploma of Secondary Education (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 A-Level subject plus 1 A-Level subject or 2 AS-Level 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.
- The programme names, including the format thereof, are as provided by the UGC-funded universities concerned.

**UGC-funded First-Year-First-Degree Programmes with the Highest Ratio of Local Students with Overseas Qualifications
to Total Number of Students Admitted, 2015/16 and 2016/17 Academic Years**

University: **Hong Kong Baptist University**

2015/16 Academic Year Programme name		Number of students admitted					Local students with major overseas qualifications as percentage of total number 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	*	-

2016/17 Academic year (provisional) Programme name		Number of students admitted					Local students with major overseas qualifications as percentage of total number 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 PE and Recreation Management	16	3	1	17	-	37	8.1%	16.9	-	28.0
2	BA Music	3	3	11	21	-	38	7.9%	18.7	*	*
3	Bachelor of Communication	111	5	-	-	30	146	3.4%	19.0	*	*
4	Bachelor of Arts/Bachelor of Social Sciences	89	3	5	9	17	123	2.4%	16.8	*	-
5	BSocSc - European Studies	31	1	4	1	5	42	2.4%	17.1	-	*
6	BBA - Accounting	32	1	2	12	13	60	1.7%	16.8	-	-
7	Bachelor of Business Administration	148	3	2	33	36	222	1.4%	16.7	-	*
8	Bachelor of Arts	153	2	4	-	13	172	1.2%	17.5	*	-

Notes:

- They cover primarily major admission qualifications in which standardised grading schemes are adopted. As such, scores are not collected for sub-degree qualifications awarded by individual universities, though they are also major admission qualifications held by student intakes.
- Admission qualification refers to the highest relevant academic qualification possessed by a student on the basis of which his/her admission is decided.
- Include major overseas qualifications, such as the International Baccalaureate (IB), and 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 a full or a 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 Hong Kong Diploma of Secondary Education (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 A-Level subject plus 1 A-Level subject or 2 AS-Level 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.
9. The programme names, including the format thereof, are as provided by the UGC-funded universities concerned.

**UGC-funded First-Year-First-Degree Programmes with the Highest Ratio of Local Students with Overseas Qualifications
to Total Number of Students Admitted, 2015/16 and 2016/17 Academic Years**

University: Lingnan University

2015/16 Academic Year Programme name		Number of students admitted						Local students with major overseas qualifications as percentage of total number 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	-	-	

2016/17 Academic year (provisional) Programme name		Number of students admitted					Local students with major overseas qualifications as percentage of total number 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 (Hons) in Cultural Studies	23	1	1	-	-	25	4.0%	15.9	-	-	

Notes:

- They cover primarily major admission qualifications in which standardised grading schemes are adopted. As such, scores are not collected for sub-degree qualifications awarded by individual universities, though they are also major admission qualifications held by student intakes.
- Admission qualification refers to the highest relevant academic qualification possessed by a student on the basis of which his/her admission is decided.
- Include major overseas qualifications, such as the International Baccalaureate (IB), and 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 a full or a 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 Hong Kong Diploma of Secondary Education (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 A-Level subject plus 1 A-Level subject or 2 AS-Level 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.
9. The programme names, including the format thereof, are as provided by the UGC-funded universities concerned.

**UGC-funded First-Year-First-Degree Programmes with the Highest Ratio of Local Students with Overseas Qualifications
to Total Number of Students Admitted, 2015/16 and 2016/17 Academic Years**

University: The Chinese University of Hong Kong

2015/16 Academic year Programme name		Number of students admitted					Local students with major overseas qualifications as percentage of total number 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	-	*

2016/17 Academic year (provisional) Programme name		Number of students admitted					Local students with major overseas qualifications as percentage of total number 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	B.Sc. Cell and Molecular Biology	1	2	-	-	-	3	66.7%	*	-	*
2	LL.B. Law	49	45	-	-	11	105	42.9%	22.4	258.8	39.6
3	B.S.Sc. Architectural Studies	23	16	-	-	4	43	37.2%	21.5	236.7	37.8
4	M.B.,Ch.B. Medicine	141	89	-	5	5	240	37.1%	23.5	280.0	43.1
5	B.B.A. in International Business and Chinese Enterprise	11	5	-	-	3	19	26.3%	23.2	*	39.3
6	B.S.Sc. Urban Studies	15	5	-	-	-	20	25.0%	19.7	-	37.0
7	B.Sc. Biomedical Sciences	19	5	-	-	4	28	17.9%	21.1	*	*
8	B.S.Sc. Psychology	46	10	-	-	5	61	16.4%	21.4	253.3	38.3
9	B.A. Fine Arts	21	4	-	-	-	25	16.0%	18.2	-	-
10	B.Pharm. Pharmacy	46	9	-	4	-	59	15.3%	22.5	*	39.6

Notes:

1. They cover primarily major admission qualifications in which standardised grading schemes are adopted. As such, scores are not collected for sub-degree qualifications awarded by individual universities, though they are also major admission qualifications held by student intakes.
2. Admission qualification refers to the highest relevant academic qualification possessed by a student on the basis of which his/her admission is decided.
3. Include major overseas qualifications, such as the International Baccalaureate (IB), and 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 a full or a 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 Hong Kong Diploma of Secondary Education (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 A-Level subject plus 1 A-Level subject or 2 AS-Level 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.
9. The programme names, including the format thereof, are as provided by the UGC-funded universities concerned.

**UGC-funded First-Year-First-Degree Programmes with the Highest Ratio of Local Students with Overseas Qualifications
to Total Number of Students Admitted, 2015/16 and 2016/17 Academic Years**

University: The Education University of Hong Kong

2015/16 Academic year Programme name		Number of students admitted					Local students with major overseas qualifications as percentage of total number 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	*	-

2016/17 Academic year (provisional) Programme name		Number of students admitted					Local students with major overseas qualifications as percentage of total number 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) (Science) (Five-year Full-time)	25	3	10	1	3	42	7.1%	15.0	176.7	-
2	Bachelor of Education (Honours) (English Language) (Five-year Full-time)	28	2	3	1	11	45	4.4%	15.9	*	-
3	Bachelor of Arts (Honours) in Creative Arts and Culture and Bachelor of Education (Honours) (Visual Arts) (Five-year Full-time)	13	1	10	1	-	25	4.0%	15.3	-	*
4	Bachelor of Arts (Honours) in Creative Arts and Culture (Four-year Full-time)	10	1	11	1	4	27	3.7%	15.7	-	-
5	Bachelor of Education (Honours) (Business, Accounting and Financial Studies) (Five-year Full-time)	15	1	14	-	2	32	3.1%	15.2	-	-
6	Bachelor of Arts (Honours) in Language Studies (Four-year Full-time)	35	1	3	-	4	43	2.3%	16.0	*	-
7	Bachelor of Education (Honours) (Secondary) (Five-year Full-time)	33	1	8	-	1	43	2.3%	15.2	*	-

Notes:

1. They cover primarily major admission qualifications in which standardised grading schemes are adopted. As such, scores are not collected for sub-degree qualifications awarded by individual universities, though they are also major admission qualifications held by student intakes.
2. Admission qualification refers to the highest relevant academic qualification possessed by a student on the basis of which his/her admission is decided.
3. Include major overseas qualifications, such as the International Baccalaureate (IB), and 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 a full or a 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 Hong Kong Diploma of Secondary Education (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 A-Level subject plus 1 A-Level subject or 2 AS-Level 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.
9. The programme names, including the format thereof, are as provided by the UGC-funded universities concerned.

**UGC-funded First-Year-First-Degree Programmes with the Highest Ratio of Local Students with Overseas Qualifications
to Total Number of Students Admitted, 2015/16 and 2016/17 Academic Years**

University: The Hong Kong Polytechnic University

2015/16 Academic year Programme name		Number of students admitted						Local students with major overseas qualifications as percentage of total number 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	*	-

2016/17 Academic year (provisional) Programme name		Number of students admitted					Local students with major overseas qualifications as percentage of total number 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	BEng (HONS) AVIATION ENGINEERING	33	6	6	-	9	54	11.1%	17.1	*	32.7
2	BROAD DISCIPLINE OF SOCIAL SCIENCES	11	1	-	-	-	12	8.3%	16.9	-	-
3	BBA (HONS) MARKETING	36	4	8	-	11	59	6.8%	16.5	-	*
4	BSc (HONS) GEOMATICS	29	2	1	-	-	32	6.3%	17.0	-	*
5	BSc (HONS) SCHEME IN HOSPITALITY & TOURISM	74	8	-	-	55	137	5.8%	17.0	*	34.3
6	BA (HONS) SCHEME IN DESIGN	64	6	18	2	14	104	5.8%	15.7	200.0	36.0
7	BSc (HONS) SCHEME IN BUILDING & REAL ESTATE	75	5	2	-	10	92	5.4%	17.8	253.3	*
8	BSc (HONS) OPTOMETRY	36	2	2	-	2	42	4.8%	19.3	-	-
9	BSc (HONS) RADIOGRAPHY	99	5	2	-	-	106	4.7%	19.3	246.7	*
10	BSc (HONS) PHYSIOTHERAPY	119	6	-	1	2	128	4.7%	20.9	-	38.3

Notes:

1. They cover primarily major admission qualifications in which standardised grading schemes are adopted. As such, scores are not collected for sub-degree qualifications awarded by individual universities, though they are also major admission qualifications held by student intakes.
2. Admission qualification refers to the highest relevant academic qualification possessed by a student on the basis of which his/her admission is decided.
3. Include major overseas qualifications, such as the International Baccalaureate (IB), and 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 a full or a 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 Hong Kong Diploma of Secondary Education (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 A-Level subject plus 1 A-Level subject or 2 AS-Level 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.
9. The programme names, including the format thereof, are as provided by the UGC-funded universities concerned.
10. Under the new academic structure, universities adopt broad-based admission and have introduced general education in junior years of undergraduate programmes. Broad-based admission aims to give students the flexibility to decide on the final award during the study period.

**UGC-funded First-Year-First-Degree Programmes with the Highest Ratio of Local Students with Overseas Qualifications
to Total Number of Students Admitted, 2015/16 and 2016/17 Academic Years**

University: The Hong Kong University of Science and Technology

2015/16 Academic year Programme name		Number of students admitted					Local students with major overseas qualifications as percentage of total number 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	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	

2016/17 Academic year (provisional) Programme name		Number of students admitted					Local students with major overseas qualifications as percentage of total number 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	BBA Management	1	6	-	-	8	15	40.0%	*	273.3	*
2	BEng/BSc and BBA Dual Degree Program in Technology and Management	16	5	-	-	5	26	19.2%	20.1	*	40.7
3	BSc Risk Management and Business Intelligence	19	4	-	-	3	26	15.4%	19.2	*	-
4	BBA Information Systems	5	1	-	-	1	7	14.3%	18.4	-	-
5	BBA Global Business	18	3	-	-	3	24	12.5%	23.6	*	*
6	BSc Biotechnology and Business	18	3	-	-	5	26	11.5%	18.8	-	38.7
7	BSc Environmental Management and Technology	12	2	1	-	3	18	11.1%	18.5	-	*
8	BBA (School of Business and Management)	413	63	11	-	97	584	10.8%	18.3	257.8	36.2
9	BSc Quantitative Finance	9	1	-	-	2	12	8.3%	22.3	-	*
10	BBA Marketing	6	1	-	-	5	12	8.3%	20.4	-	*

Notes:

- They cover primarily major admission qualifications in which standardised grading schemes are adopted. As such, scores are not collected for sub-degree qualifications awarded by individual universities, though they are also major admission qualifications held by student intakes.
- Admission qualification refers to the highest relevant academic qualification possessed by a student on the basis of which his/her admission is decided.
- Include major overseas qualifications, such as the International Baccalaureate (IB), and the General Certificate of Education (GCE) Advanced Level Examination.
- 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 a full or a 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 Hong Kong Diploma of Secondary Education (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 A-Level subject plus 1 A-Level subject or 2 AS-Level 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.
9. The programme names, including the format thereof, are as provided by the UGC-funded universities concerned.
10. The Hong Kong University of Science and Technology introduced School-based admission and so part of 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 Number of Students Admitted, 2015/16 and 2016/17 Academic Years**

University: The University of Hong Kong

2015/16 Academic year Programme name		Number of students admitted					Local students with major overseas qualifications as percentage of total number 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	*	-

2016/17 Academic year (provisional) Programme name		Number of students admitted					Local students with major overseas qualifications as percentage of total number 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	5	6	4	-	1	16	37.5%	18.6	*	35.8
2	Bachelor of Business Administration in International Business and Global Management	13	11	-	-	7	31	35.5%	24.8	*	42.0
3	Bachelor of Biomedical Sciences	15	10	-	-	11	36	27.8%	22.3	270.0	38.8
4	Bachelor of Pharmacy	21	8	-	-	-	29	27.6%	22.7	*	41.7
5	Bachelor of Medicine and Bachelor of Surgery	166	62	-	10	1	239	25.9%	24.9	280.0	44.1
6	Bachelor of Arts in Architectural Studies	27	14	-	-	23	64	21.9%	21.3	*	39.0
7	Bachelor of Arts in Landscape Studies	11	4	-	-	5	20	20.0%	19.5	-	36.5
8	Bachelor of Laws	72	18	-	-	4	94	19.1%	23.6	276.0	42.1
9	Bachelor of Chinese Medicine	15	4	-	4	1	24	16.7%	20.2	*	*
10	Bachelor of Science in Speech and Hearing Sciences	46	9	-	1	-	56	16.1%	23.0	253.3	38.7

Notes:

1. They cover primarily major admission qualifications in which standardised grading schemes are adopted. As such, scores are not collected for sub-degree qualifications awarded by individual universities, though they are also major admission qualifications held by student intakes.
2. Admission qualification refers to the highest relevant academic qualification possessed by a student on the basis of which his/her admission is decided.
3. Include major overseas qualifications, such as the International Baccalaureate (IB), and 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 a full or a 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 Hong Kong Diploma of Secondary Education (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 A-Level subject plus 1 A-Level subject or 2 AS-Level 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.
9. The programme names, including the format thereof, are as provided by the UGC-funded universities concerned.

**UGC-Funded First-Year-First-Degree Programmes with the Largest Number of Local Students with Overseas Qualifications,
2015/16 and 2016/17 Academic Years**

University: City University of Hong Kong

2015/16 Academic year Programme name		Number of students admitted					Local students with major overseas qualifications as percentage of total number 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	-	-

2016/17 Academic year (provisional) Programme name		Number of students admitted					Local students with major overseas qualifications as percentage of total number 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	40	11	5	-	4	60	18.3%	19.9	224.0	36.0	
2	Bachelor of Social Sciences in Psychology	-	3	1	-	2	6	50.0%	-	*	*	
3	Bachelor of Business Administration in Global Business	10	3	2	-	8	23	13.0%	18.0	*	*	
4	Bachelor of Science in Biomedical Sciences	37	3	1	-	4	45	6.7%	16.0	*	-	
5	Bachelor of Engineering in Energy Science and Engineering	36	3	4	-	9	52	5.8%	15.0	*	-	

2016/17 Academic year (provisional) Programme name		Number of students admitted					Local students with major overseas qualifications as percentage of total number 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⁾							
6	Department of Media and Communication (Bachelor of Arts)	41	3	-	2	11	57	5.3%	16.9	-	30.0	
7	Bachelor of Arts in Media and Communication	-	2	-	-	4	6	33.3%	-	-	*	
8	Department of Physics and Materials Science (Bachelor of Engineering/Bachelor of Science)	59	2	-	-	11	72	2.8%	14.8	*	-	
9	Bachelor of Business Administration in Management	61	2	8	6	10	87	2.3%	16.9	*	-	
10	Department of Information Systems (Bachelor of Business Administration)	82	2	6	-	3	93	2.2%	16.3	-	*	

Notes:

- They cover primarily major admission qualifications in which standardised grading schemes are adopted. As such, scores are not collected for sub-degree qualifications awarded by individual universities, though they are also major admission qualifications held by student intakes.
- Admission qualification refers to the highest relevant academic qualification possessed by a student on the basis of which his/her admission is decided.
- Include major overseas qualifications, such as the International Baccalaureate (IB), and 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 a full or a 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 Hong Kong Diploma of Secondary Education (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 A-Level subject plus 1 A-Level subject or 2 AS-Level 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.
- The programme names, including the format thereof, are as provided by the UGC-funded universities concerned.

**UGC-funded First-Year-First-Degree Programmes with the Largest Number of Local Students with Overseas Qualifications,
2015/16 and 2016/17 Academic Years**

University: **Hong Kong Baptist University**

2015/16 Academic year Programme name		Number of students admitted					Local students with major overseas qualifications as percentage of total number 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	*	-	

2016/17 Academic year (provisional) Programme name		Number of students admitted					Local students with major overseas qualifications as percentage of total number 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 Communication	111	5	-	-	30	146	3.4%	19.0	*	*	
2	BA PE and Recreation Management	16	3	1	17	-	37	8.1%	16.9	-	28.0	
3	BA Music	3	3	11	21	-	38	7.9%	18.7	*	*	
4	Bachelor of Arts/Bachelor of Social Sciences	89	3	5	9	17	123	2.4%	16.8	*	-	
5	Bachelor of Business Administration	148	3	2	33	36	222	1.4%	16.7	-	*	
6	Bachelor of Arts	153	2	4	-	13	172	1.2%	17.5	*	-	
7	BSocSc - European Studies	31	1	4	1	5	42	2.4%	17.1	-	*	
8	BBA - Accounting	32	1	2	12	13	60	1.7%	16.8	-	-	

Notes:

1. They cover primarily major admission qualifications in which standardised grading schemes are adopted. As such, scores are not collected for sub-degree qualifications awarded by individual universities, though they are also major admission qualifications held by student intakes.
2. Admission qualification refers to the highest relevant academic qualification possessed by a student on the basis of which his/her admission is decided.
3. Include major overseas qualifications, such as the International Baccalaureate (IB), and 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 a full or a 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 Hong Kong Diploma of Secondary Education (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 A-Level subject plus 1 A-Level subject or 2 AS-Level 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.
9. The programme names, including the format thereof, are as provided by the UGC-funded universities concerned.

**UGC-Funded First-Year-First-Degree Programmes with the Largest Number of Local Students with Overseas Qualifications,
2015/16 and 2016/17 Academic Years**

University: Lingnan University

2015/16 Academic year Programme name		Number of students admitted						Local students with major overseas qualifications as percentage of total number 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	-	-	

2016/17 Academic year (provisional) Programme name		Number of students admitted						Local students with major overseas qualifications as percentage of total number 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 Arts (Hons) in Cultural Studies	23	1	1	-	-	25	4.0%	15.9	-	-	

Notes:

- They cover primarily major admission qualifications in which standardised grading schemes are adopted. As such, scores are not collected for sub-degree qualifications awarded by individual universities, though they are also major admission qualifications held by student intakes.
- Admission qualification refers to the highest relevant academic qualification possessed by a student on the basis of which his/her admission is decided.
- Include major overseas qualifications, such as the International Baccalaureate (IB), and 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 a full or a 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 Hong Kong Diploma of Secondary Education (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 A-Level subject plus 1 A-Level subject or 2 AS-Level 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.
9. The programme names, including the format thereof, are as provided by the UGC-funded universities concerned.

**UGC-Funded First-Year-First-Degree Programmes with the Largest Number of Local Students with Overseas Qualifications,
2015/16 and 2016/17 Academic Years**

University: **The Chinese University of Hong Kong**

2015/16 Academic year Programme name		Number of students admitted					Local students with major overseas qualifications as percentage of total number 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 and Communication	44	7	-	-	6	57	12.3%	22.2	273.3	*	

2016/17 Academic year (provisional) Programme name		Number of students admitted					Local students with major overseas qualifications as percentage of total number 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	141	89	-	5	5	240	37.1%	23.5	280.0	43.1	
2	LL.B. Law	49	45	-	-	11	105	42.9%	22.4	258.8	39.6	
3	B.B.A. Integrated BBA	208	30	8	-	126	372	8.1%	19.1	247.7	38.3	
4	Science (broad-based)	285	30	-	4	67	386	7.8%	17.4	256.7	36.2	
5	B.S.Sc. Architectural Studies	23	16	-	-	4	43	37.2%	21.5	236.7	37.8	
6	B.S.Sc. Psychology	46	10	-	-	5	61	16.4%	21.4	253.3	38.3	
7	B.B.A. Hotel and Tourism Management	50	10	3	3	21	87	11.5%	19.2	-	36.5	
8	B.Pharm. Pharmacy	46	9	-	4	-	59	15.3%	22.5	*	39.6	
9	Social Science (broad-based)	77	9	-	-	8	94	9.6%	20.5	-	35.8	
10	B.Nurs. Nursing	168	9	13	-	-	190	4.7%	19.6	236.7	35.3	

- Notes:
- They cover primarily major admission qualifications in which standardised grading schemes are adopted. As such, scores are not collected for sub-degree qualifications awarded by individual universities, though they are also major admission qualifications held by student intakes.
 - Admission qualification refers to the highest relevant academic qualification possessed by a student on the basis of which his/her admission is decided.
 - Include major overseas qualifications, such as the International Baccalaureate (IB), and 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 a full or a 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 Hong Kong Diploma of Secondary Education (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 A-Level subject plus 1 A-Level subject or 2 AS-Level 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.
9. The programme names, including the format thereof, are as provided by the UGC-funded universities concerned.
10. Under the new academic structure, universities adopt broad-based admission and have introduced general education in junior years of undergraduate programmes. Broad-based admission aims to give students the flexibility to decide on the final award during the study period.

**UGC-Funded First-Year-First-Degree Programmes with the Largest Number of Local Students with Overseas Qualifications,
2015/16 and 2016/17 Academic Years**

University: The Education University of Hong Kong

2015/16 Academic year Programme name		Number of students admitted					Local students with major overseas qualifications as percentage of total number 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	*	-	

2016/17 Academic year (provisional) Programme name		Number of students admitted					Local students with major overseas qualifications as percentage of total number 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) (Science) (Five-year Full-time)	25	3	10	1	3	42	7.1%	15.0	176.7	-	
2	Bachelor of Education (Honours) (English Language) (Five-year Full-time)	28	2	3	1	11	45	4.4%	15.9	*	-	
3	Bachelor of Arts (Honours) in Creative Arts and Culture and Bachelor of Education (Honours) (Visual Arts) (Five-year Full-time)	13	1	10	1	-	25	4.0%	15.3	-	*	
4	Bachelor of Arts (Honours) in Creative Arts and Culture (Four-year Full-time)	10	1	11	1	4	27	3.7%	15.7	-	-	
5	Bachelor of Education (Honours) (Business, Accounting and Financial Studies) (Five-year Full-time)	15	1	14	-	2	32	3.1%	15.2	-	-	
6	Bachelor of Arts (Honours) in Language Studies (Four-year Full-time)	35	1	3	-	4	43	2.3%	16.0	*	-	
7	Bachelor of Education (Honours) (Secondary) (Five-year Full-time)	33	1	8	-	1	43	2.3%	15.2	*	-	

Notes:

1. They cover primarily major admission qualifications in which standardised grading schemes are adopted. As such, scores are not collected for sub-degree qualifications awarded by individual universities, though they are also major admission qualifications held by student intakes.
2. Admission qualification refers to the highest relevant academic qualification possessed by a student on the basis of which his/her admission is decided.
3. Include major overseas qualifications, such as the International Baccalaureate (IB), and 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 a full or a 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 Hong Kong Diploma of Secondary Education (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 A-Level subject plus 1 A-Level subject or 2 AS-Level 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.
9. The programme names, including the format thereof, are as provided by the UGC-funded universities concerned.

**UGC-Funded First-Year-First-Degree Programmes with the Largest Number of Local Students with Overseas Qualifications,
2015/16 and 2016/17 Academic Years**

University: The Hong Kong Polytechnic University

2015/16 Academic year Programme name		Number of students admitted					Local students with major overseas qualifications as percentage of total number 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	-

2016/17 Academic year (provisional) Programme name		Number of students admitted						Local students with major overseas qualifications as percentage of total number 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	BSc (HONS) SCHEME IN HOSPITALITY & TOURISM	74	8	-	-	55	137	5.8%	17.0	*	34.3
2	BEng (HONS) AVIATION ENGINEERING	33	6	6	-	9	54	11.1%	17.1	*	32.7
3	BA (HONS) SCHEME IN DESIGN	64	6	18	2	14	104	5.8%	15.7	200.0	36.0
4	BSc (HONS) PHYSIOTHERAPY	119	6	-	1	2	128	4.7%	20.9	-	38.3
5	BSc (HONS) SCHEME IN BUILDING & REAL ESTATE	75	5	2	-	10	92	5.4%	17.8	253.3	*
6	BSc (HONS) RADIOGRAPHY	99	5	2	-	-	106	4.7%	19.3	246.7	*
7	BBA (HONS) MARKETING	36	4	8	-	11	59	6.8%	16.5	-	*
8	BROAD DISCIPLINE OF LANGUAGE, CULTURE & COMMUNICATION	69	4	13	-	15	101	4.0%	16.8	*	-
9	BSc (HONS) NURSING	151	4	16	-	-	171	2.3%	18.3	*	32.0
10	BEng (HONS) CIVIL ENGINEERING	50	3	5	-	11	69	4.3%	17.7	233.3	-

Notes:

1. They cover primarily major admission qualifications in which standardised grading schemes are adopted. As such, scores are not collected for sub-degree qualifications awarded by individual universities, though they are also major admission qualifications held by student intakes.
2. Admission qualification refers to the highest relevant academic qualification possessed by a student on the basis of which his/her admission is decided.
3. Include major overseas qualifications, such as the International Baccalaureate (IB), and 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 a full or a 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 Hong Kong Diploma of Secondary Education (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 A-Level subject plus 1 A-Level subject or 2 AS-Level 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.
9. The programme names, including the format thereof, are as provided by the UGC-funded universities concerned.
10. Under the new academic structure, universities adopt broad-based admission and have introduced general education in junior years of undergraduate programmes. Broad-based admission aims to give students the flexibility to decide on the final award during the study period.

**UGC-Funded First-Year-First-Degree Programmes with the Largest Number of Local Students with Overseas Qualifications,
2015/16 and 2016/17 Academic Years**

University: The Hong Kong University of Science and Technology

2015/16 Academic year Programme name		Number of students admitted					Local students with major overseas qualifications as percentage of total number 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	*	*	

2016/17 Academic year (provisional) Programme name		Number of students admitted					Local students with major overseas qualifications as percentage of total number 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)	413	63	11	-	97	584	10.8%	18.3	257.8	36.2	
2	BEng (School of Engineering)	503	53	1	-	115	672	7.9%	17.0	274.5	38.3	
3	BSc (School of Science)	453	24	3	-	99	579	4.1%	16.3	265.0	39.4	
4	BBA Management	1	6	-	-	8	15	40.0%	*	273.3	*	
5	BEng/BSc and BBA Dual Degree Program in Technology and Management	16	5	-	-	5	26	19.2%	20.1	*	40.7	
6	BSc Risk Management and Business Intelligence	19	4	-	-	3	26	15.4%	19.2	*	-	
7	BBA Global Business	18	3	-	-	3	24	12.5%	23.6	*	*	
8	BSc Biotechnology and Business	18	3	-	-	5	26	11.5%	18.8	-	38.7	
9	BBA Professional Accounting	48	3	-	-	3	54	5.6%	18.5	*	*	
10	BSc Environmental Management and Technology	12	2	1	-	3	18	11.1%	18.5	-	*	

Notes:

- They cover primarily major admission qualifications in which standardised grading schemes are adopted. As such, scores are not collected for sub-degree qualifications awarded by individual universities, though they are also major admission qualifications held by student intakes.
- Admission qualification refers to the highest relevant academic qualification possessed by a student on the basis of which his/her admission is decided.
- Include major overseas qualifications, such as the International Baccalaureate (IB), and 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 a full or a 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 Hong Kong Diploma of Secondary Education (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 A-Level subject plus 1 A-Level subject or 2 AS-Level 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.
9. The programme names, including the format thereof, are as provided by the UGC-funded universities concerned.
10. The Hong Kong University of Science and Technology introduced School-based admission and so part of 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 and 2016/17 Academic Years**

University: The University of Hong Kong

2015/16 Academic year Programme name		Number of students admitted					Local students with major overseas qualifications as percentage of total number 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

2016/17 Academic year (provisional) Programme name		Number of students admitted					Local students with major overseas qualifications as percentage of total number 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 Medicine and Bachelor of Surgery	166	62	-	10	1	239	25.9%	24.9	280.0	44.1
2	Bachelor of Business Administration / Bachelor of Economics and Finance	277	56	9	-	215	557	10.1%	19.7	262.0	38.2
3	Bachelor of Social Sciences	139	30	6	-	50	225	13.3%	20.1	251.4	37.5
4	Bachelor of Engineering	351	26	82	2	147	608	4.3%	18.2	263.8	*
5	Bachelor of Arts	314	24	28	2	32	400	6.0%	19.0	*	36.3
6	Bachelor of Science	289	23	27	-	102	441	5.2%	18.0	253.3	37.1
7	Bachelor of Laws	72	18	-	-	4	94	19.1%	23.6	276.0	42.1
8	Bachelor of Arts in Architectural Studies	27	14	-	-	23	64	21.9%	21.3	*	39.0
9	Bachelor of Business Administration in International Business and Global Management	13	11	-	-	7	31	35.5%	24.8	*	42.0
10	Bachelor of Biomedical Sciences	15	10	-	-	11	36	27.8%	22.3	270.0	38.8

Notes:

1. They cover primarily major admission qualifications in which standardised grading schemes are adopted. As such, scores are not collected for sub-degree qualifications awarded by individual universities, though they are also major admission qualifications held by student intakes.
2. Admission qualification refers to the highest relevant academic qualification possessed by a student on the basis of which his/her admission is decided.
3. Include major overseas qualifications, such as the International Baccalaureate (IB), and 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 a full or a 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 Hong Kong Diploma of Secondary Education (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 A-Level subject plus 1 A-Level subject or 2 AS-Level 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.
9. The programme names, including the format thereof, are as provided by the UGC-funded universities concerned.

**UGC-funded First-Year-First-Degree Programmes with the Highest Ratio of Non-local Students to Total Number of Students Admitted,
2015/16 and 2016/17 Academic Years**

University: City University of Hong Kong

2015/16 Academic year Programme name		Number of students admitted			Non-local students as percentage of total number 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 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

2016/17 Academic year (provisional) Programme name		Number of students admitted			Non-local students as percentage of total number of students admitted (A)/(B)	Average score in major admission qualifications ⁽¹⁾ obtained by student intakes				
		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 Engineering in Civil and Structural Engineering	-	-	1	1	100.0%	-	-	*	-
2	Bachelor of Arts in Media and Communication	-	2	4	6	66.7%	-	-	*	-
3	Bachelor of Science in Computational Finance	11	3	12	26	46.2%	16.0	*	*	141.9
4	Bachelor of Arts in Creative Media	-	6	5	11	45.5%	-	-	35.0	-
5	Bachelor of Business Administration in Global Business Systems Management	-	3	2	5	40.0%	-	*	*	-
6	Bachelor of Business Administration in Business Economics	-	5	3	8	37.5%	-	*	*	-
7	Bachelor of Business Administration in Global Business	10	5	8	23	34.8%	18.0	*	-	118.3
8	Bachelor of Social Sciences in Psychology	-	4	2	6	33.3%	-	*	*	-
9	Bachelor of Engineering in Bioengineering	-	2	1	3	33.3%	-	-	*	-
10	Bachelor of Arts in Linguistics and Language Applications	-	2	1	3	33.3%	-	-	-	-

Notes:

1. Admission qualification refers to the highest relevant academic qualification possessed by a student on the basis of which his/her admission is decided. Major ones cover primarily those qualifications in which standardised grading schemes are adopted.
2. The Hong Kong Diploma of Secondary Education (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.
3. With reference to the Universities and Colleges Admission Service (UCAS) of the UK, GCE score is the sum of the scores for 1 A-Level subject plus 1 A-Level subject or 2 AS-Level 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. The programme names, including the format thereof, are as provided by the UGC-funded universities concerned.

**UGC-funded First-Year-First-Degree Programmes with the Highest Ratio of Non-local Students to Total Number of Students Admitted,
2015/16 and 2016/17 Academic Years**

University: Hong Kong Baptist University

2015/16 Academic year Programme name		Number of students admitted				Non-local students as percentage of total number 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	-	-	*

2016/17 Academic year (provisional) Programme name		Number of students admitted				Non-local students as percentage of total number of students admitted (A)/(B)	Average score in major admission qualifications ⁽¹⁾ obtained by student intakes			
		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	32	15	13	60	21.7%	16.8	-	*	104.3
2	Bachelor of Science	155	16	47	218	21.6%	16.0	-	-	89.8
3	Bachelor of Communication	111	5	30	146	20.5%	19.0	-	*	107.7
4	Bachelor of Chinese Medicine and BSc Biomedical Science	27	1	7	35	20.0%	20.0	-	-	124.2
5	Bachelor of Business Administration	148	38	36	222	16.2%	16.7	-	-	108.1
6	Bachelor of Arts/Bachelor of Social Sciences	89	17	17	123	13.8%	16.8	-	-	70.5
7	BSocSc - European Studies	31	6	5	42	11.9%	17.1	-	-	63.0
8	BSocSc China Studies	55	-	5	60	8.3%	16.7	-	-	45.0
9	Bachelor of Pharmacy in Chinese Medicine	19	3	2	24	8.3%	16.5	-	-	*
10	Bachelor of Arts	153	6	13	172	7.6%	17.5	-	-	74.8

Notes:

- Admission qualification refers to the highest relevant academic qualification possessed by a student on the basis of which his/her admission is decided. Major ones cover primarily those qualifications in which standardised grading schemes are adopted.

2. The Hong Kong Diploma of Secondary Education (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.
3. With reference to the Universities and Colleges Admission Service (UCAS) of the UK, GCE score is the sum of the scores for 1 A-Level subject plus 1 A-Level subject or 2 AS-Level 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. The programme names, including the format thereof, are as provided by the UGC-funded universities concerned.

**UGC-funded First-Year-First-Degree Programmes with the Highest Ratio of Non-local Students to Total Number of Students Admitted,
2015/16 and 2016/17 Academic Years**

University: Lingnan University

2015/16 Academic year Programme name		Number of students admitted				Non-local students as percentage of total number 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 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

2016/17 Academic year (provisional) Programme name		Number of students admitted				Non-local students as percentage of total number of students admitted (A)/(B)	Average score in major admission qualifications ⁽¹⁾ obtained by student intakes			
		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 Arts (Hons) in Translation	36	-	2	38	5.3%	16.4	-	-	*
2	Bachelor of Arts (Hons) in Visual Studies	22	-	1	23	4.3%	14.7	-	-	-
3	Bachelor of Arts (Hons) in Philosophy	24	-	1	25	4.0%	15.9	-	-	*
4	Bachelor of Business Administration (Hons) - Risk and Insurance Management	25	-	1	26	3.8%	15.8	-	-	*
5	Bachelor of Arts (Hons) in History	26	-	1	27	3.7%	15.2	-	-	*
6	Bachelor of Arts (Hons)	31	1	1	33	3.0%	16.8	-	-	*
7	Bachelor of Social Sciences (Hons)	111	9	3	123	2.4%	16.2	-	-	45.3
8	Bachelor of Business Administration (Hons)	145	1	3	149	2.0%	16.3	-	-	*

Notes:

- Admission qualification refers to the highest relevant academic qualification possessed by a student on the basis of which his/her admission is decided. Major ones cover primarily those qualifications in which standardised grading schemes are adopted.
- The Hong Kong Diploma of Secondary Education (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 A-Level subject plus 1 A-Level subject or 2 AS-Level 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. The programme names, including the format thereof, are as provided by the UGC-funded universities concerned.

**UGC-funded First-Year-First-Degree Programmes with the Highest Ratio of Non-local Students to Total Number of Students Admitted,
2015/16 and 2016/17 Academic Years**

University: The Chinese University of Hong Kong

2015/16 Academic year Programme name		Number of students admitted				Non-local students as percentage of total number 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

2016/17 Academic year (provisional) Programme name		Number of students admitted				Non-local students as percentage of total number of students admitted (A)/(B)	Average score in major admission qualifications ⁽¹⁾ obtained by student intakes			
		Local		Non-local (A)	Total (B)		Local students via JUPAS route	Non-local students via Non-JUPAS route		
								JUPAS	Non-JUPAS	HKDSE ⁽²⁾
1	B.A. / B.S.Sc. Contemporary China Studies	5	1	32	38	84.2%	14.6	240.0	32.2	-
2	B.B.A. Professional Accountancy	108	6	73	187	39.0%	20.0	*	-	123.0
3	B.B.A. Integrated BBA	208	38	126	372	33.9%	19.1	260.0	36.3	125.9
4	B.Sc.Quantitative Finance and Risk Management Science	11	2	5	18	27.8%	21.9	-	-	-
5	BSc Biology	3	-	1	4	25.0%	18.0	*	-	-
6	B.B.A. Hotel and Tourism Management	50	16	21	87	24.1%	19.2	240.0	36.5	*
7	B.Sc. Global Economics and Finance	18	4	6	28	21.4%	22.1	*	-	-

2016/17 Academic year (provisional) Programme name		Number of students admitted				Non-local students as percentage of total number of students admitted (A)/(B)	Average score in major admission qualifications ⁽¹⁾ obtained by student intakes			
		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⁾
8	Engineering (broad-based)	365	80	101	546	18.5%	16.4	271.3	*	142.9
9	Science (broad-based)	285	34	67	386	17.4%	17.4	254.0	*	148.2
10	B.A. Cultural Management	20	1	4	25	16.0%	19.1	-	*	*

Notes:

- Admission qualification refers to the highest relevant academic qualification possessed by a student on the basis of which his/her admission is decided. Major ones cover primarily those qualifications in which standardised grading schemes are adopted.
- The Hong Kong Diploma of Secondary Education (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 A-Level subject plus 1 A-Level subject or 2 AS-Level 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.
- The programme names, including the format thereof, are as provided by the UGC-funded universities concerned.
- Under the new academic structure, universities adopt broad-based admission and have introduced general education in junior years of undergraduate programmes. Broad-based admission aims to give students the flexibility to decide on the final award during the study period.

**UGC-funded First-Year-First-Degree Programmes with the Highest Ratio of Non-local Students to Total Number of Students Admitted,
2015/16 and 2016/17 Academic Years**

University: The Education University of Hong Kong

2015/16 Academic year Programme name		Number of students admitted				Non-local students as percentage of total number 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	-	-	*

2016/17 Academic year (provisional) Programme name		Number of students admitted				Non-local students as percentage of total number of students admitted (A)/(B)	Average score in major admission qualifications ⁽¹⁾ obtained by student intakes			
		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)	17	2	11	30	36.7%	15.7	-	-	41.8
2	Bachelor of Arts (Honours) in Language Studies and Bachelor of Education (Honours) (English Language) (Five-year Full-time)	12	10	10	32	31.3%	16.0	-	-	37.7
3	Bachelor of Education (Honours) (English Language) (Five-year Full-time)	28	6	11	45	24.4%	15.9	-	-	41.4

2016/17 Academic year (provisional) Programme name		Number of students admitted				Non-local students as percentage of total number of students admitted (A)/(B)	Average score in major admission qualifications ⁽¹⁾ obtained by student intakes			
		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⁾
4	Bachelor of Education (Honours) (Early Childhood Education) (Five-year Full-time)	12	7	5	24	20.8%	16.6	-	-	41.0
5	Bachelor of Education (Honours) (Chinese Language) (Five-year Full-time)	60	9	16	85	18.8%	16.6	-	-	29.9
6	Bachelor of Social Sciences (Honours) in Global and Environmental Studies (Four-year Full-time)	20	7	6	33	18.2%	15.4	*	-	42.8
7	Bachelor of Arts (Honours) in Creative Arts and Culture (Four-year Full-time)	10	13	4	27	14.8%	15.7	-	-	25.8
8	Bachelor of Education (Honours) (Secondary) in Mathematics (Five-year Full-time)	18	16	5	39	12.8%	15.6	-	-	40.2
9	Bachelor of Education (Honours) (Primary) (Five-year Full-time)	32	6	5	43	11.6%	16.2	-	-	17.4
10	Bachelor of Education (Honours) (Chinese History) (Five-year Full-time)	20	4	3	27	11.1%	14.8	*	-	*

Notes:

- Admission qualification refers to the highest relevant academic qualification possessed by a student on the basis of which his/her admission is decided. Major ones cover primarily those qualifications in which standardised grading schemes are adopted.
- The Hong Kong Diploma of Secondary Education (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 A-Level subject plus 1 A-Level subject or 2 AS-Level 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.
- The programme names, including the format thereof, are as provided by the UGC-funded universities concerned.
- 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 University 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 Number of Students Admitted,
2015/16 and 2016/17 Academic Years**

University: The Hong Kong Polytechnic University

2015/16 Academic year Programme name		Number of students admitted			Non-local students as percentage of total number 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	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

2016/17 Academic year (provisional) Programme name		Number of students admitted				Non-local students as percentage of total number of students admitted (A)/(B)	Average score in major admission qualifications ⁽¹⁾ obtained by student intakes			
		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	BBA (HONS) ACCOUNTING AND FINANCE	32	4	71	107	66.4%	17.1	*	*	141.4
2	BEng (HONS) ELECTRONIC & INFORMATION ENG	23	7	33	63	52.4%	15.0	*	-	129.8
3	BEng (HONS) MECHANICAL ENGINEERING	26	5	28	59	47.5%	15.6	253.3	32.7	140.7
4	BSc (HONS) APP BIOLOGY WITH BIOTECHNOLOGY	20	1	15	36	41.7%	16.6	*	-	123.5
5	BSc (HONS) SCHEME IN HOSPITALITY & TOURISM	74	8	55	137	40.1%	17.0	224.0	33.4	117.0
6	BBA (HONS) MANAGEMENT	27	15	28	70	40.0%	16.7	*	31.5	116.0
7	BBA (HONS) INTERNATIONAL SHIPPING AND TRANSPORT LOGISTICS	22	4	17	43	39.5%	16.2	-	-	104.1
8	BBA (HONS) FINANCIAL SERVICES	18	7	11	36	30.6%	16.4	-	-	126.0
9	BSc (HONS) CHEMICAL TECHNOLOGY	19	3	9	31	29.0%	16.4	-	-	114.0
10	BBA (HONS) ACCOUNTANCY	80	15	38	133	28.6%	16.9	-	-	124.4

Notes:

1. Admission qualification refers to the highest relevant academic qualification possessed by a student on the basis of which his/her admission is decided. Major ones cover primarily those qualifications in which standardised grading schemes are adopted.
2. The Hong Kong Diploma of Secondary Education (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.
3. With reference to the Universities and Colleges Admission Service (UCAS) of the UK, GCE score is the sum of the scores for 1 A-Level subject plus 1 A-Level subject or 2 AS-Level 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. The programme names, including the format thereof, are as provided by the UGC-funded universities concerned.

**UGC-funded First-Year-First-Degree Programmes with the Highest Ratio of Non-local Students to Total Number of Students Admitted,
2015/16 and 2016/17 Academic Years**

University: The Hong Kong University of Science and Technology

2015/16 Academic year Programme name		Number of students admitted			Non-local students as percentage of total number 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	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

2016/17 Academic year (provisional) Programme name		Number of students admitted			Non-local students as percentage of total number of students admitted (A)/(B)	Average score in major admission qualifications ⁽¹⁾ obtained by student intakes				
		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	BBA Economics	3	-	5	8	62.5%	19.3	-	*	*
2	BBA Management	1	6	8	15	53.3%	-	-	40.3	129.3
3	BBA Operations Management	1	-	1	2	50.0%	*	-	-	-
4	BBA Marketing	6	1	5	12	41.7%	20.4	-	*	*
5	BBA Finance	25	2	9	36	25.0%	19.2	*	*	168.6
6	BSc Biotechnology and Business	18	3	5	26	19.2%	18.8	-	-	92.3
7	BEng/BSc and BBA Dual Degree Program in Technology and Management	16	5	5	26	19.2%	20.1	-	*	*
8	BEng (School of Engineering)	503	54	115	672	17.1%	17.0	280.0	38.9	148.4
9	BSc (School of Science)	453	27	99	579	17.1%	16.3	*	38.1	140.7
10	BSc Global China Studies: Humanities and Social Science	47	2	10	59	16.9%	17.4	*	-	87.0

Notes:

- Admission qualification refers to the highest relevant academic qualification possessed by a student on the basis of which his/her admission is decided. Major ones cover primarily those qualifications in which standardised grading schemes are adopted.
- The Hong Kong Diploma of Secondary Education (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.

3. With reference to the Universities and Colleges Admission Service (UCAS) of the UK, GCE score is the sum of the scores for 1 A-Level subject plus 1 A-Level subject or 2 AS-Level 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. The programme names, including the format thereof, are as provided by the UGC-funded universities concerned.
7. The Hong Kong University of Science and Technology introduced School-based admission and so part of the figures are presented at School level.

**UGC-funded First-Year-First-Degree Programmes with the Highest Ratio of Non-local Students to Total Number of Students Admitted,
2015/16 and 2016/17 Academic Years**

University: The University of Hong Kong

2015/16 Academic year Programme name		Number of students admitted			Non-local students as percentage of total number 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 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

2016/17 Academic year (provisional) Programme name		Number of students admitted			Non-local students as percentage of total number of students admitted (A)/(B)	Average score in major admission qualifications ⁽¹⁾ obtained by student intakes				
		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 (Engineering Science)	10	2	10	22	45.5%	18.2	266.7	*	171.0
2	Bachelor of Science in Actuarial Science	37	5	30	72	41.7%	20.9	280.0	*	141.7
3	Bachelor of Science in Quantitative Finance	15	1	11	27	40.7%	21.6	280.0	-	158.0
4	Bachelor of Business Administration / Bachelor of Economics and Finance	277	65	215	557	38.6%	19.7	275.4	39.2	120.7
5	Bachelor of Arts in Architectural Studies	27	14	23	64	35.9%	21.3	-	35.0	138.5
6	Bachelor of Business Administration (Information Systems)	24	4	15	43	34.9%	18.6	260.0	*	143.0
7	Bachelor of Biomedical Sciences	15	10	11	36	30.6%	22.3	273.3	37.7	-
8	Bachelor of Journalism	18	1	7	26	26.9%	19.8	-	*	120.3
9	Bachelor of Arts in Landscape Studies	11	4	5	20	25.0%	19.5	-	*	132.5
10	Bachelor of Engineering	351	110	147	608	24.2%	18.2	276.6	*	144.3

Notes:

1. Admission qualification refers to the highest relevant academic qualification possessed by a student on the basis of which his/her admission is decided. Major ones cover primarily those qualifications in which standardised grading schemes are adopted.
2. The Hong Kong Diploma of Secondary Education (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.
3. With reference to the Universities and Colleges Admission Service (UCAS) of the UK, GCE score is the sum of the scores for 1 A-Level subject plus 1 A-Level subject or 2 AS-Level 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. The programme names, including the format thereof, are as provided by the UGC-funded universities concerned.

UGC-funded First-Year-First-Degree Programmes with the Largest Number of Non-local Students, 2015/16 and 2016/17 Academic Years

University: City University of Hong Kong

2015/16 Academic year Programme name		Number of students admitted				Non-local students as percentage of total number 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

2016/17 Academic year (provisional) Programme name		Number of students admitted				Non-local students as percentage of total number of students admitted	Average score in major admission qualifications ⁽¹⁾ obtained by student intakes			
		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	Department of Economics and Finance (Bachelor of Business Administration)	135	3	53	191	27.7%	16.6	246.7	*	99.2
2	Department of Mechanical and Biomedical Engineering (Bachelor of Engineering)	103	7	27	137	19.7%	15.5	232.9	*	150.8
3	Department of Electronic Engineering (Bachelor of Engineering)	148	5	25	178	14.0%	14.6	*	-	120.9
4	Bachelor of Science in Computer Science	79	21	23	123	18.7%	16.1	*	33.8	120.8
5	Department of Architecture and Civil Engineering (Bachelor of Engineering/Bachelor of Science)	117	2	21	140	15.0%	16.2	*	-	123.1
6	Bachelor of Business Administration in Accountancy	119	23	21	163	12.9%	16.2	-	-	115.9

2016/17 Academic year (provisional) Programme name		Number of students admitted				Non-local students as percentage of total number of students admitted	Average score in major admission qualifications ⁽¹⁾ obtained by student intakes			
		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⁾
7	School of Creative Media (Bachelor of Arts/Bachelor of Science/Bachelor of Arts and Science)	90	6	17	113	15.0%	15.8	-	*	69.9
8	Department of Applied Social Sciences (Bachelor of Social Sciences)	86	18	13	117	11.1%	17.2	-	*	112.9
9	Bachelor of Science in Computational Finance	11	3	12	26	46.2%	16.0	*	*	141.9
10	Bachelor of Science in Computing Mathematics	42	7	12	61	19.7%	15.4	-	-	133.3

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 standardised 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.
- The programme names, including the format thereof, are as provided by the UGC-funded universities concerned.

UGC-funded First-Year-First-Degree Programmes with the Largest Number of Non-local Students, 2015/16 and 2016/17 Academic Years

University: Hong Kong Baptist University

2015/16 Academic year Programme name		Number of students admitted				Non-local students as percentage of total number 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

2016/17 Academic year (provisional) Programme name		Number of students admitted				Non-local students as percentage of total number of students admitted	Average score in major admission qualifications ⁽¹⁾ obtained by student intakes			
		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 Science	155	16	47	218	21.6%	16.0	-	-	89.8
2	Bachelor of Business Administration	148	38	36	222	16.2%	16.7	-	-	108.1
3	Bachelor of Communication	111	5	30	146	20.5%	19.0	-	*	107.7
4	Bachelor of Arts/Bachelor of Social Sciences	89	17	17	123	13.8%	16.8	-	-	70.5
5	BBA - Accounting	32	15	13	60	21.7%	16.8	-	*	104.3
6	Bachelor of Arts	153	6	13	172	7.6%	17.5	-	-	74.8
7	Bachelor of Chinese Medicine and BSc Biomedical Science	27	1	7	35	20.0%	20.0	-	-	124.2
8	BSocSc - European Studies	31	6	5	42	11.9%	17.1	-	-	63.0
9	BSocSc China Studies	55	-	5	60	8.3%	16.7	-	-	45.0
10	BA - Visual Arts	54	5	4	63	6.3%	14.9	-	-	71.7

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 standardised 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.
3. 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. The programme names, including the format thereof, are as provided by the UGC-funded universities concerned.

UGC-funded First-Year-First-Degree Programmes with the Largest Number of Non-local Students, 2015/16 and 2016/17 Academic Years

University: Lingnan University

2015/16 Academic year Programme name		Number of students admitted				Non-local students as percentage of total number 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

2016/17 Academic year (provisional) Programme name		Number of students admitted				Non-local students as percentage of total number of students admitted	Average score in major admission qualifications ⁽¹⁾ obtained by student intakes			
		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 Social Sciences (Hons)	111	9	3	123	2.4%	16.2	-	-	45.3
2	Bachelor of Business Administration (Hons)	145	1	3	149	2.0%	16.3	-	-	*
3	Bachelor of Arts (Hons) in Translation	36	-	2	38	5.3%	16.4	-	-	*
4	Bachelor of Arts (Hons) in Visual Studies	22	-	1	23	4.3%	14.7	-	-	-
5	Bachelor of Arts (Hons) in Philosophy	24	-	1	25	4.0%	15.9	-	-	*
6	Bachelor of Business Administration (Hons) - Risk and Insurance Management	25	-	1	26	3.8%	15.8	-	-	*
7	Bachelor of Arts (Hons) in History	26	-	1	27	3.7%	15.2	-	-	*
8	Bachelor of Arts (Hons)	31	1	1	33	3.0%	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 standardised 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. The programme names, including the format thereof, are as provided by the UGC-funded universities concerned.

UGC-funded First-Year-First-Degree Programmes with the Largest Number of Non-local Students, 2015/16 and 2016/17 Academic Years

University: **The Chinese University of Hong Kong**

2015/16 Academic year Programme name		Number of students admitted				Non-local students as percentage of total number 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	*	-	-

2016/17 Academic year (provisional) Programme name		Number of students admitted				Non-local students as percentage of total number of students admitted	Average score in major admission qualifications ⁽¹⁾ obtained by student intakes			
		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	208	38	126	372	33.9%	19.1	260.0	36.3	125.9
2	Engineering (broad-based)	365	80	101	546	18.5%	16.4	271.3	*	142.9
3	B.B.A. Professional Accountancy	108	6	73	187	39.0%	20.0	*	-	123.0
4	Science (broad-based)	285	34	67	386	17.4%	17.4	254.0	*	148.2
5	B.A. / B.S.Sc. Contemporary China Studies	5	1	32	38	84.2%	14.6	240.0	32.2	-
6	B.B.A. Hotel and Tourism Management	50	16	21	87	24.1%	19.2	240.0	36.5	*
7	LL.B. Law	49	45	11	105	10.5%	22.4	*	*	107.8
8	Social Science (broad-based)	77	9	8	94	8.5%	20.5	*	33.7	-
9	B.Sc. Global Economics and Finance	18	4	6	28	21.4%	22.1	*	-	-
10	B.Sc.Quantitative Finance and Risk Management Science	11	2	5	18	27.8%	21.9	-	-	-

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 standardised 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.

3. 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. The programme names, including the format thereof, are as provided by the UGC-funded universities concerned.
7. Under the new academic structure, universities adopt broad-based admission and have introduced general education in junior years of undergraduate programmes. Broad-based admission aims to give students the flexibility to decide on the final award during the study period.

UGC-funded First-Year-First-Degree Programmes with the Largest Number of Non-local Students, 2015/16 and 2016/17 Academic Years

University: The Education University of Hong Kong

2015/16 Academic year Programme name		Number of students admitted				Non-local students as percentage of total number 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	-	-	*

2016/17 Academic year (provisional) Programme name		Number of students admitted				Non-local students as percentage of total number of students admitted	Average score in major admission qualifications ⁽¹⁾ obtained by student intakes			
		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) (Chinese Language) (Five-year Full-time)	60	9	16	85	18.8%	16.6	-	-	29.9
2	Bachelor of Social Sciences (Honours) in Psychology (Four-year Full-time)	17	2	11	30	36.7%	15.7	-	-	41.8
3	Bachelor of Education (Honours) (English Language) (Five-year Full-time)	28	6	11	45	24.4%	15.9	-	-	41.4
4	Bachelor of Arts (Honours) in Language Studies and Bachelor of Education (Honours) (English Language) (Five-year Full-time)	12	10	10	32	31.3%	16.0	-	-	37.7
5	Bachelor of Social Sciences (Honours) in Global and Environmental	20	7	6	33	18.2%	15.4	*	-	42.8

2016/17 Academic year (provisional) Programme name		Number of students admitted				Non-local students as percentage of total number of students admitted	Average score in major admission qualifications ⁽¹⁾ obtained by student intakes			
		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⁾	JEE of Mainland China ⁽⁵⁾⁽⁶⁾
	Studies (Four-year Full-time)									
6	Bachelor of Education (Honours) (Early Childhood Education) (Five-year Full-time)	12	7	5	24	20.8%	16.6	-	-	41.0
7	Bachelor of Education (Honours) (Secondary) in Mathematics (Five-year Full-time)	18	16	5	39	12.8%	15.6	-	-	40.2
8	Bachelor of Education (Honours) (Primary) (Five-year Full-time)	32	6	5	43	11.6%	16.2	-	-	17.4
9	Bachelor of Arts (Honours) in Creative Arts and Culture (Four-year Full-time)	10	13	4	27	14.8%	15.7	-	-	25.8
10	Bachelor of Arts (Honours) in Language Studies (Four-year Full-time)	35	4	4	43	9.3%	16.0	-	-	13.0

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 standardised 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.
- The programme names, including the format thereof, are as provided by the UGC-funded universities concerned.
- 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 University 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 and 2016/17 Academic Years

University: **The Hong Kong Polytechnic University**

2015/16 Academic year Programme name		Number of students admitted				Non-local students as percentage of total number 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

2016/17 Academic year (provisional) Programme name		Number of students admitted				Non-local students as percentage of total number of students admitted	Average score in major admission qualifications ⁽¹⁾ obtained by student intakes			
		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	BBA (HONS) ACCOUNTING AND FINANCE	32	4	71	107	66.4%	17.1	*	*	141.4
2	BSc (HONS) SCHEME IN HOSPITALITY & TOURISM	74	8	55	137	40.1%	17.0	224.0	33.4	117.0
3	BBA (HONS) ACCOUNTANCY	80	15	38	133	28.6%	16.9	-	-	124.4
4	BROAD DISCIPLINE OF COMPUTING	68	24	34	126	27.0%	15.1	233.3	*	119.5
5	BEng (HONS) ELECTRONIC & INFORMATION ENG	23	7	33	63	52.4%	15.0	*	-	129.8
6	BEng (HONS) MECHANICAL ENGINEERING	26	5	28	59	47.5%	15.6	253.3	32.7	140.7
7	BBA (HONS) MANAGEMENT	27	15	28	70	40.0%	16.7	*	31.5	116.0
8	BBA (HONS) INTERNATIONAL SHIPPING AND TRANSPORT LOGISTICS	22	4	17	43	39.5%	16.2	-	-	104.1
9	BSc (HONS) APP BIOLOGY WITH BIOTECHNOLOGY	20	1	15	36	41.7%	16.6	*	-	123.5
10	BROAD DISCIPLINE OF LANGUAGE, CULTURE & COMMUNICATION	69	17	15	101	14.9%	16.8	-	*	96.2

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. Major ones cover primarily those qualifications in which standardised grading schemes are adopted.
2. 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.
3. 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. The programme names, including the format thereof, are as provided by the UGC-funded universities concerned.
7. Under the new academic structure, universities adopt broad-based admission and have introduced general education in junior years of undergraduate programmes. Broad-based admission aims to give students the flexibility to decide on the final award during the study period.

UGC-funded First-Year-First-Degree Programmes with the Largest Number of Non-local Students, 2015/16 and 2016/17 Academic Years

University: **The Hong Kong University of Science and Technology**

2015/16 Academic year Programme name		Number of students admitted				Non-local students as percentage of total number 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

2016/17 Academic year (provisional) Programme name		Number of students admitted				Non-local students as percentage of total number of students admitted	Average score in major admission qualifications ⁽¹⁾ obtained by student intakes			
		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)	503	54	115	672	17.1%	17.0	280.0	38.9	148.4
2	BSc (School of Science)	453	27	99	579	17.1%	16.3	*	38.1	140.7
3	BBA (School of Business and Management)	413	74	97	584	16.6%	18.3	260.0	37.5	125.0
4	BSc Global China Studies: Humanities and Social Science	47	2	10	59	16.9%	17.4	*	-	87.0
5	BBA Finance	25	2	9	36	25.0%	19.2	*	*	168.6
6	BBA Management	1	6	8	15	53.3%	*	-	40.3	129.3
7	BBA Economics	3	-	5	8	62.5%	19.3	-	*	*
8	BBA Marketing	6	1	5	12	41.7%	20.4	-	*	*
9	Bsc Biotechnology and Business	18	3	5	26	19.2%	18.8	-	-	92.3
10	BEng/BSc and BBA Dual Degree Program in Technology and Management	16	5	5	26	19.2%	20.1	-	*	*

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 standardised 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. The programme names, including the format thereof, are as provided by the UGC-funded universities concerned.
7. The Hong Kong University of Science and Technology introduced School-based admission and so part of the figures are presented at School level.

UGC-funded First-Year-First-Degree Programmes with the Largest Number of Non-local Students, 2015/16 and 2016/17 Academic Years

University: **The University of Hong Kong**

2015/16 Academic year Programme name		Number of students admitted				Non-local students as percentage of total number 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

2016/17 Academic year (provisional) Programme name		Number of students admitted				Non-local students as percentage of total number of students admitted	Average score in major admission qualifications ⁽¹⁾ obtained by student intakes			
		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	277	65	215	557	38.6%	19.7	275.4	39.2	120.7
2	Bachelor of Engineering	351	110	147	608	24.2%	18.2	276.6	*	144.3
3	Bachelor of Science	289	50	102	441	23.1%	18.0	275.3	37.8	144.2
4	Bachelor of Social Sciences	139	36	50	225	22.2%	20.1	270.0	38.0	88.5
5	Bachelor of Arts	314	54	32	400	8.0%	19.0	-	36.7	86.9
6	Bachelor of Science in Actuarial Science	37	5	30	72	41.7%	20.9	280.0	*	141.7
7	Bachelor of Arts in Architectural Studies	27	14	23	64	35.9%	21.3	-	35.0	138.5
8	Bachelor of Business Administration (Information Systems)	24	4	15	43	34.9%	18.6	260.0	*	143.0
9	Bachelor of Science in Quantitative Finance	15	1	11	27	40.7%	21.6	280.0	-	158.0
10	Bachelor of Biomedical Sciences	15	10	11	36	30.6%	22.3	273.3	37.7	-

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 standardised grading schemes are adopted.

2. 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.
3. 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. The programme names, including the format thereof, are as provided by the UGC-funded universities concerned.

- End -

CONTROLLING OFFICER'S REPLY**EDB740****(Question Serial No. 3627)**

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 (2012/13 to 2016/17):

- (1) 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;
- (2) 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;
- (3) 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
- (4) 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. 89)

Reply:

- (1) 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.
- (2) Student intakes of UGC-funded TPg programmes by university and place of origin from the 2012/13 to 2016/17 academic years are at **Annex A**. Student intakes of self-financing TPg programmes offered by UGC-funded universities, by university and place of origin, from the 2012/13 to 2015/16 academic years are at **Annex B**. Figures for the 2016/17 academic year are not yet available.
- (3) & (4) The number of applications and student intakes of UGC-funded research postgraduate (RPg) programmes by university and place of origin from the 2012/13 to 2016/17 academic years are at **Annex C**.

Information on the number of applications of self-financing RPg programmes is not available. Student intakes of self-financing RPg programmes offered by UGC-funded universities, by university and place of origin, from the 2012/13 to 2015/16 academic years are at **Annex D**. Figures for the 2016/17 academic year are not yet available.

**Student Intakes of UGC-funded Taught Postgraduate Programmes
by University and Place of Origin, 2012/13 to 2016/17**

(Headcount)

Academic Year	University	Place of Origin			
		Local Students	The Mainland of China	Other Non-local Students	Total
2012/13	CityU	45	3	5	53
	HKBU	238	-	-	238
	CUHK	633	6	2	641
	EdUHK	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
	EdUHK	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
	EdUHK	553	3	-	556
	HKU	601	23	16	640
	Total	2 106	31	20	2 157
2015/16	CityU	46	-	7	53
	HKBU	227	1	-	228
	CUHK	613	4	-	617
	EdUHK	496	6	1	503
	PolyU	13	-	-	13
	HKU	567	19	6	592
	Total	1 962	30	14	2 006
2016/17 (provisional)	CityU	71	-	-	71
	HKBU	130	-	-	130
	CUHK	563	4	-	567
	EdUHK	554	5	-	559
	HKU	562	26	9	597
	Total	1 880	35	9	1 924

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
CUHK	The Chinese University of Hong Kong
EdUHK	The Education University of Hong Kong
PolyU	The Hong Kong Polytechnic University
HKU	The University of Hong Kong

**Student Intakes of Self-financing Taught Postgraduate Programmes
Offered by UGC-funded Universities
by University and Place of Origin, 2012/13 to 2015/16**

Academic Year	University	Place of Origin			
		Local students	Mainland China	Others non-local students	Total
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
	EdUHK	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
	EdUHK	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
	EdUHK	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
2015/16	CityU	1 185	2 082	67	3 334
	CUHK	2 860	2 294	96	5 250
	HKBU	493	1 516	20	2 029
	EdUHK	299	385	8	692
	HKU	3 334	1 311	199	4 844
	HKUST	525	1 113	177	1 815
	LU	84	206	15	305
	PolyU	2 193	1 281	72	3 546
	Total	10 973	10 188	654	21 815

Notes:

1. Statistics on the number of applications for taught postgraduate programmes are not available.
2. Figures include both full-time and part-time programmes.
3. The place of origin of non-local students is determined having regard to their nationality.
4. Figures for the 2016/17 academic year are not yet available.

5. Abbreviations:

CityU	City University of Hong Kong
HKBU	Hong Kong Baptist University
LU	Lingnan University
CUHK	The Chinese University of Hong Kong
EdUHK	The Education University of Hong Kong
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 University and Place of Origin, 2012/13 to 2016/17**

(Headcount)

Academic Year	University	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
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
	EdUHK	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
	EdUHK	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
	EdUHK	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	CityU	99	29	1 147	202	547	60	1 793	291
	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
	EdUHK	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
	HKU	577	148	2 272	353	645	42	3 494	544
	Total	1 868	535	13 352	1 610	3 548	240	18 768	2 385

Academic Year	University	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
2016/17 (provisional)	CityU	111	28	1 136	220	636	71	1 883	319
	HKBU	73	15	447	65	179	11	699	91
	LU	58	10	105	9	111	11	274	30
	CUHK	730	208	4 130	477	743	39	5 603	724
	EdUHK	48	11	100	19	33	4	181	34
	PolyU	168	37	972	186	577	49	1 717	272
	HKUST	194	118	1 693	326	836	96	2 723	541
	HKU	638	149	2 030	336	705	71	3 373	556
	Total	2 020	577	10 613	1 638	3 820	352	16 453	2 567

Notes:

1. Number of applications of research postgraduate (RPg) programmes refers to the number one year prior to the corresponding academic year.
2. Each applicant can concurrently submit multiple applications to different universities, and hence the number of applicants is actually smaller than the number of applications. UGC-funded universities, however, do not have information on the number of applicants. Based on empirical data, UGC-funded universities 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 universities 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 numbers of RPg students are in decimal places which are all rounded to integers in this table. If the RPg students are financed by universities 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
 - EdUHK The Education University of Hong Kong
 - 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 Universities
by University and Place of Origin, 2012/13 to 2015/16**

Academic Year	University	Place of Origin			
		Local students	Mainland China	Others non-local students	Total
2012/13	HKBU	1	2	0	3
	EdUHK	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
2015/16	HKBU	5	7	-	12
	HKU	62	22	3	87
	Total	67	29	3	99

Notes:

1. Statistics on the number of applications for research postgraduate programmes are not available.
2. Figures include both full-time and part-time programmes.
3. The place of origin of non-local students is determined having regard to their nationality.
4. Figures for the 2015/16 academic year are not yet available.
5. '-' denotes nil.
6. Abbreviations:

HKBU	Hong Kong Baptist University
EdUHK	The Education University of Hong Kong
HKUST	The Hong Kong University of Science and Technology
HKU	The University of Hong Kong

- End -

CONTROLLING OFFICER'S REPLY**EDB741****(Question Serial No. 3634)**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 in the following format the information about non-local students of each University Grants Committee-funded institution from the 2012/13 to 2016/17 academic years (including publicly-funded and self-financing programmes):

(Name of institution)					
Academic year	Place of origin	Undergraduate student	Research-postgraduate student	Taught-postgraduate student	PhD student
2012/13					
2013/14					
2014/15					
2015/16					
2016/17					

Asked by: Hon IP Kin-yuen (Member Question No. 95)Reply:

The numbers of non-local students of University Grants Committee (UGC)-funded programmes from the

2012/13 to 2016/17 academic years and full-time locally-accredited self-financing programmes offered by the UGC-funded universities from 2012/13 to 2015/16 academic years by university, level of study and place of origin are at **Annex A** and **Annex B** respectively.

**Number of Non-local Students of UGC-funded Programmes by University, Level of Study
and Place of Origin, 2012/13 to 2016/17 Academic Years**

(Headcount)

University	Academic Year	Place of Origin	Level of Study			
			Undergraduate	Taught Postgraduate	Research Postgraduate^	
					Master of Philosophy	Doctor of Philosophy
CityU	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	574
		Other Places in Asia	379	4	-	74
		The Rest of the world	30	3	-	88
	Total		1 247	7	1	736
	2016/17 (provisional)	The Mainland of China	841	-	1	663
		Other Places in Asia	419	-	-	94
		The Rest of the world	42	-	-	86
	Total		1 302	-	1	843
HKBU	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
	2016/17 (provisional)	The Mainland of China	740	1	12	158
		Other Places in Asia	25	-	-	15
		The Rest of the world	3	-	1	21
	Total		768	1	13	194
LU	2012/13	The Mainland of China	158	-	24	5
		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

University	Academic Year	Place of Origin	Level of Study			
			Undergraduate	Taught Postgraduate	Research Postgraduate^	
					Master of Philosophy	Doctor of Philosophy
		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
	2016/17 (provisional)	The Mainland of China	123	-	15	12
		Other Places in Asia	16	-	2	4
		The Rest of the world	1	-	1	14
	Total		140	-	18	30
CUHK	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
	2016/17 (provisional)	The Mainland of China	1 488	4	148	1 274
		Other Places in Asia	609	-	7	37
		The Rest of the world	65	-	8	35
	Total		2 162	4	163	1 346
EdUHK	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
	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

University	Academic Year	Place of Origin	Level of Study			
			Undergraduate	Taught Postgraduate	Research Postgraduate^	
					Master of Philosophy	Doctor of Philosophy
	Total		302	7	5	22
	2016/17 (provisional)	The Mainland of China	340	5	9	27
		Other Places in Asia	23	-	-	7
		The Rest of the world	-	-	-	2
	Total		363	5	9	36
PolyU	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
	2016/17 (provisional)	The Mainland of China	1 200	-	60	417
		Other Places in Asia	433	-	2	66
		The Rest of the world	56	-	1	62
	Total		1 689	-	63	545
HKUST	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
	2016/17 (provisional)	The Mainland of China	670	-	183	831
		Other Places in Asia	681	-	27	122
		The Rest of the world	88	-	26	39
	Total		1 439	-	236	992
HKU	2012/13	The Mainland of China	1 453	39	224	1 065
		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

University	Academic Year	Place of Origin	Level of Study			
			Undergraduate	Taught Postgraduate	Research Postgraduate^	
					Master of Philosophy	Doctor of Philosophy
		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
	2016/17 (provisional)	The Mainland of China	1 450	44	168	1 152
		Other Places in Asia	986	8	13	108
		The Rest of the world	62	1	7	111
		Total	2 498	53	188	1 371

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 universities admitted two cohorts of undergraduate students under the old and new academic structures in the 2012/13 academic year.
4. ^ Figures may not add up to the corresponding totals owing to rounding. If RPg students are financed by universities 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.
5. ‘-’ denotes nil.
6. Abbreviations:

CityU	City University of Hong Kong
HKBU	Hong Kong Baptist University
LU	Lingnan University
CUHK	The Chinese University of Hong Kong
EdUHK	The Education University of Hong Kong
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 Universities by Level of Study and Place of Origin,
2012/13 to 2015/16 Academic Years**

(Headcount)

University	Academic Year	Place of Origin	Level of Study		
			Undergraduate	Taught Postgraduate [^]	Research Postgraduate [@]
CityU	2012/13	The Mainland of China	-	1 720	-
		Others	-	93	-
		Total	-	1 813	-
	2013/14	The Mainland of China	-	2 114	-
		Others	-	120	-
		Total	-	2 234	-
	2014/15	The Mainland of China	-	2 329	-
		Others	-	112	-
		Total	-	2 441	-
	2015/16	The Mainland of China	-	2 355	-
		Others	-	88	-
		Total	-	2 443	-
HKBU	2012/13	The Mainland of China	60	1 308	4
		Others	-	34	-
		Total	60	1 342	4
	2013/14	The Mainland of China	69	1 756	7
		Others	-	27	1
		Total	69	1 783	8
	2014/15	The Mainland of China	60	1 879	9
		Others	-	55	-
		Total	60	1 934	9
	2015/16	The Mainland of China	67	1 648	16
		Others	-	50	-
		Total	67	1 698	16
LU	2012/13	The Mainland of China	-	161	-
		Others	-	5	-
		Total	-	166	-
	2013/14	The Mainland of China	-	131	-
		Others	-	6	-
		Total	-	137	-
	2014/15	The Mainland of China	-	229	-
		Others	-	13	-
		Total	-	242	-
	2015/16	The Mainland of China	-	210	-
		Others	-	16	-
		Total	-	226	-
CUHK	2012/13	The Mainland of China	-	2 304	-
		Others	-	191	-
		Total	-	2 495	-
	2013/14	The Mainland of China	-	3 304	-
		Others	-	186	-
		Total	-	3 490	-

University	Academic Year	Place of Origin	Level of Study		
			Undergraduate	Taught Postgraduate [^] @	Research Postgraduate [@]
	2014/15	The Mainland of China	-	3 029	-
		Others	-	170	-
		Total	-	3 199	-
	2015/16	The Mainland of China	-	2 544	-
		Others	2	134	-
		Total	2	2 678	-
EdUHK	2012/13	The Mainland of China	23	329	-
		Others	1	6	-
		Total	24	335	-
	2013/14	The Mainland of China	39	485	-
		Others	2	4	-
		Total	41	489	-
	2014/15	The Mainland of China	55	483	-
		Others	3	7	-
		Total	58	490	-
	2015/16	The Mainland of China	67	448	-
		Others	7	12	-
		Total	74	460	-
PolyU	2012/13	The Mainland of China	181	1 767	-
		Others	6	114	-
		Total	187	1 881	-
	2013/14	The Mainland of China	246	2 022	-
		Others	5	121	-
		Total	251	2 143	-
	2014/15	The Mainland of China	242	2 080	-
		Others	1	116	-
		Total	243	2 196	-
	2015/16	The Mainland of China	226	1 832	-
		Others	-	137	-
		Total	226	1 969	-
HKUST	2012/13	The Mainland of China	-	1 022	57
		Others	-	450	-
		Total	-	1 472	57
	2013/14	The Mainland of China	-	1 070	79
		Others	-	308	-
		Total	-	1 378	79
	2014/15	The Mainland of China	-	1 248	52
		Others	36	319	-
		Total	36	1 567	52
	2015/16	The Mainland of China	2	1 360	8
		Others	76	302	-
		Total	78	1 662	8
HKU	2012/13	The Mainland of China	3	1 237	38
		Others	1	384	24
		Total	4	1 621	62
	2013/14	The Mainland of China	5	1 435	53
		Others	5	344	24

University	Academic Year	Place of Origin	Level of Study		
			Undergraduate	Taught Postgraduate ^{^@}	Research Postgraduate [@]
		Total	10	1 779	77
	2014/15	The Mainland of China	2	1 441	73
		Others	10	319	23
		Total	12	1 760	96
	2015/16	The Mainland of China	-	1 541	74
		Others	22	307	21
		Total	22	1 848	95

Notes:

1. [^] Figures of taught postgraduate students include both full-time and part-time programmes. Statistics by mode of study are not available.
2. [@] Separate breakdown on statistics for students studying doctoral degree is not available.
3. “-” denotes nil.
4. Figures for the 2016/17 academic year are not yet available.
5. Abbreviations:
 - CityU City University of Hong Kong
 - HKBU Hong Kong Baptist University
 - LU Lingnan University
 - CUHK The Chinese University of Hong Kong
 - EdUHK The Education University of Hong Kong
 - 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**EDB742****(Question Serial No. 3638)**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 set out the respective amounts of Government funding to University Grants Committee (UGC)-funded universities and their percentages against the total income of the universities in the past 5 years (2012/13 to 2016/17):

Sources of income	Universities (\$m) (as a % of total income)								UGC sector
	CityU	HKBU	LU	CUHK	EUHK	PolyU	HKUST	HKU	
Recurrent funding from UGC									
Funding from Research Grant Council (RGC)									
Funding from other Government agencies (please specify)									
Sub-total									
Tuition and other fees									
Interest and investment income									
Donations and benefactions									
Income from subsidiaries									
Other incomes (please specify)									
Total income									

2. Please provide a list of local and overseas subsidiaries established or currently owned by UGC-funded universities.

Asked by: Hon IP Kin-yuen (Member Question No. 99)Reply:

1. Total income by source of the eight University Grants Committee (UGC)-funded universities for the 2012/13 to 2015/16 academic years, based on universities' annual financial reports, is provided at **Annex A**. Information for the 2016/17 academic year is not available.
2. A list of subsidiaries / principal subsidiaries of UGC-funded universities as disclosed in their 2015/16 consolidated annual financial reports are provided at **Annex B**.

Total income by source of the University Grants Committee (UGC)-funded universities for the 2012/13 to 2015/16 academic years

Sources of income (At university level, i.e. excluding subsidiaries)	Universities																UGC Sector	
	CityU		HKBU		LU		CUHK		EdUHK		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)
2012/13																		
Government Subventions																		
Subventions from UGC <small>Note 1</small>	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 <small>Note 2</small>	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%
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%

Sources of income (At university level, i.e. excluding subsidiaries)	Universities																UGC Sector	
	CityU		HKBU		LU		CUHK		EdUHK		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	1,482	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%
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%

Sources of income (At university level, i.e. excluding subsidiaries)	Universities																UGC Sector	
	CityU		HKBU		LU		CUHK		EdUHK		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)
2015/16																		
Government Subventions																		
Subventions from UGC ^{Note 1}	2,477	56.0%	1,265	46.1%	473	59.0%	4,502	56.5%	866	57.5%	2,861	52.0%	2,408	57.6%	4,630	60.6%	19,483	56.0%
Subventions from Gov't Agencies ^{Note 2}	104	2.4%	40	1.5%	8	1.0%	296	3.7%	56	3.7%	205	3.7%	101	2.4%	240	3.1%	1,052	3.0%
Sub-total	2,581	58.4%	1,305	47.6%	482	60.0%	4,798	60.2%	923	61.3%	3,066	55.8%	2,509	60.1%	4,870	63.7%	20,535	59.1%
Tuition and other sources of income																		
Tuition and other fees	1,583	35.8%	1,160	42.3%	258	32.1%	2,000	25.1%	479	31.8%	1,616	29.4%	1,104	26.4%	1,726	22.6%	9,927	28.6%
Interest and investment income	(96)	-2.2%	(67)	-2.4%	(14)	-1.8%	1	0.01%	11	0.8%	42	0.8%	(2)	-0.05%	(618)	-8.1%	(743)	-2.1%
Donations and benefactions	162	3.7%	89	3.3%	39	4.9%	409	5.1%	42	2.8%	295	5.4%	316	7.6%	594	7.8%	1,947	5.6%
Auxiliary services and other incomes	191	4.3%	256	9.3%	38	4.7%	763	9.6%	50	3.3%	480	8.7%	251	6.0%	1,073	14.0%	3,102	8.9%
Total Income	4,421	100.0%	2,743	100.0%	803	100.0%	7,972	100.0%	1,506	100.0%	5,500	100.0%	4,178	100.0%	7,645	100.0%	34,768	100.0%

Source: Financial reports of UGC-funded universities.

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
EdUHK - The Education University of Hong Kong
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 Protection Department, etc.

List of subsidiaries / principal subsidiaries of UGC-funded universities

University	Subsidiaries/ Principal subsidiaries* as disclosed in financial report
CityU	<ul style="list-style-type: none"> ● CityU Enterprises Limited ● CityU Professional Services Limited ● 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	Nil
CUHK	<ul style="list-style-type: none"> ● The Chinese University of Hong Kong Foundation Limited ● Information Networking Laboratories 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 ● CUHK Health Limited
EdUHK	<ul style="list-style-type: none"> ● The EdUHK Schools Limited ● EdUHK 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 ● Pearl-DigiPower (Offshore) Company Limited ● Pearl-Sun Wah (Offshore) Company Limited ● PolyU Enterprises Limited ● The Hong Kong CyberU Limited ● 普爾藥物科技開發(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"> ● Bioworld Investment Limited

University	Subsidiaries/ Principal subsidiaries* as disclosed in financial report
	<ul style="list-style-type: none"> ● Centennial College ● HKU Enterprises Limited ● HKU CyberSPACE Limited ● HKU School of Professional and Continuing Education ● HKU – Shenzhen Institute of Research and Innovation ● HKU SPACE (Beijing) Consulting Services Limited ● HKU – Zhejiang Institute of Research and Innovation ● Poon Kam Kai Institute of Management ● Profit Beyond Assets Limited ● TCM Investment Limited ● The University of Hong Kong (Shenzhen) Limited ● The University of Hong Kong (Shenzhen) Teaching Hospital Limited ● Versitech Limited ● 港大科研諮詢(深圳)有限公司 ● 港大教育信息諮詢(上海)有限公司

Abbreviations:

CityU - City University of Hong Kong
 HKBU - Hong Kong Baptist University
 LU - Lingnan University
 CUHK - The Chinese University of Hong Kong
 EdUHK - The Education University of Hong Kong
 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**EDB743****(Question Serial No. 4843)**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 2012/13 to 2016/17 academic years in the table below:

Academic year	Place of origin of applicants	Number of applicants	Number of successful applicants
2012/13			
2013/14			
2014/15			
2015/16			
2016/17			

Asked by: Hon IP Kin-yuen (Member Question No. 141)

Reply:

The breakdown of the applicants and awardees by place of origin for the Hong Kong PhD Fellowship Scheme from the 2012/13 to 2016/17 academic years are set out below:

Country / Region	2012/13		2013/14		2014/15		2015/16		2016/17	
	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	-	-	-	-	-	3	-
Albania	-	-	1	-	3	2	1	-	1	-
Algeria	3	-	1	-	3	-	-	-	2	-
Argentina	2	-	2	1	-	-	1	-	1	-
Armenia	2	-	2	-	2	-	1	-	-	-
Australia	4	-	4	-	6	-	15	3	13	3
Austria	-	-	-	-	2	2	3	-	1	1
Azerbaijan	-	-	-	-	1	1	1	-	1	-
Bahrain	-	-	2	-	1	-	-	-	-	-
Bangladesh	138	2	108	3	146	3	124	2	163	7
Belarus	-	-	-	-	2	-	-	-	1	1
Belgium	2	-	1	-	2	-	1	1	1	-
Belize	-	-	-	-	1	-	-	-	-	-
Benin	2	-	2	-	2	-	-	-	-	-
Bhutan	1	-	-	-	2	-	1	-	-	-
Bolivia	-	-	-	-	1	-	-	-	-	-
Bosnia and Herzegovina	1	-	2	-	-	-	-	-	1	-
Botswana	3	-	3	-	2	-	1	-	5	-
Brazil	2	-	3	-	6	-	7	1	2	-
Brunei	1	-	1	-	-	-	-	-	1	-
Bulgaria	1	-	1	-	2	1	1	-	3	-
Burkina Faso	-	-	1	-	-	-	-	-	-	-
Burundi	1	-	2	-	1	-	-	-	1	-
Cambodia	6	-	4	-	3	-	3	-	8	-
Cameroon	14	-	10	-	8	-	6	-	10	-
Canada	9	-	17	2	16	1	12	-	18	3
Cape Verde	-	-	1	-	-	-	-	-	-	-
Central African Republic	-	-	-	-	-	-	1	-	-	-
Chad	-	-	-	-	-	-	-	-	1	-
Channel Islands	-	-	-	-	-	-	-	-	1	-
Chile	-	-	3	1	1	-	2	1	4	-
Christmas Island	1	-	-	-	-	-	-	-	-	-
Colombia	3	-	5	1	3	-	3	-	5	1
Congo	1	-	-	-	-	-	1	-	-	-
Costa Rica	-	-	-	-	-	-	-	-	1	-
Cote d'Ivoire	-	-	3	-	-	-	-	-	1	-
Croatia	2	2	-	-	2	-	2	-	-	-

Country / Region	2012/13		2013/14		2014/15		2015/16		2016/17	
	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
Cyprus	-	-	-	-	-	-	-	-	1	-
Czech Republic	2	-	5	2	8	2	6	-	2	1
Dominican Republic	-	-	-	-	-	-	-	-	1	-
Denmark	2	1	2	1	2	1	1	-	-	-
East Timor	1	-	-	-	-	-	-	-	-	-
Ecuador	2	-	-	-	-	-	-	-	2	-
Egypt	29	-	18	2	24	2	33	1	24	-
El Salvador	1	-	-	-	-	-	-	-	-	-
Eritrea	-	-	-	-	3	-	1	-	-	-
Estonia	-	-	-	-	-	-	-	-	-	-
Ethiopia	54	-	45	1	69	-	44	2	103	2
Fiji	-	-	-	-	1	-	-	-	-	-
Finland	2	-	1	-	1	-	3	-	-	-
France	12	1	10	2	14	2	8	1	6	-
Gabon	1	-	-	-	-	-	-	-	-	-
Gambia	4	-	4	-	3	-	5	-	3	-
Georgia	-	-	1	-	-	-	2	-	-	-
Germany	9	3	22	6	19	4	11	1	17	1
Ghana	65	1	72	1	88	4	88	4	144	6
Greece	14	1	4	-	3	-	4	-	8	1
Guatemala	-	-	1	-	-	-	-	-	-	-
Guinea	-	-	-	-	2	-	1	-	-	-
Guyana	1	-	-	-	-	-	-	-	-	-
Haiti	1	-	-	-	-	-	-	-	-	-
Honduras	1	-	2	-	1	-	-	-	1	-
Hong Kong	179	16	219	14	198	13	188	14	213	15
Hungary	8	3	7	-	1	1	4	-	4	-
Iceland	-	-	-	-	-	-	-	-	1	1
India	151	3	152	-	185	3	168	5	181	5
Indonesia	19	1	29	-	18	-	18	-	19	1
Iran	59	1	63	3	43	-	39	-	32	3
Iraq	2	-	2	-	-	-	8	-	8	-
Ireland	1	-	2	-	1	-	3	-	2	-
Isle of Man	-	-	-	-	1	-	-	-	-	-
Israel	-	-	-	-	-	-	2	-	1	-
Italy	29	3	81	6	17	4	24	2	22	5
Jamaica	5	-	-	-	1	-	1	-	2	-
Japan	3	-	3	-	3	-	3	-	4	-
Jordan	1	-	1	-	2	-	5	-	1	-
Kazakhstan	1	-	5	-	3	-	3	-	10	-
Kenya	13	-	12	-	17	1	9	1	21	1
Kiribati	-	-	-	-	-	-	1	-	-	-
Kuwait	2	-	-	-	3	-	1	-	1	-

Country / Region	2012/13		2013/14		2014/15		2015/16		2016/17	
	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
Kyrgyzstan	-	-	1	-	-	-	-	-	-	-
Laos	-	-		-	2	-	1	-	-	-
Latvia	1	-	1	1	2	-	1	-	1	-
Lebanon	1	-	1	-	-	-	1	-	2	-
Lesotho	3	-	-	-	-	-	1	-	-	-
Liberia	-	-	-	-	-	-	1	-	2	-
Libya	3	-	-	-	1	-	1	-	-	-
Lithuania	1	-	1	-	-	-	-	-	-	-
Luxembourg	-	-	-	-	-	-	2	-	-	-
Macau	10	-	7	-	9	-	4	-	6	-
Macedonia	3	-	1	-	1	-	-	-	1	-
Madagascar	-	-	1	-	-	-	-	-	-	-
Mainland China	2477	92	3002	103	2823	131	2213	133	1993	120
Malawi	8	-	6	-	6	-	1	-	7	-
Malaysia	39	2	37	3	34	4	27	2	36	4
Maldives	-	-	2	-	2	-	-	-	-	-
Mali	-	-	-	-	2	-	-	-	1	-
Malta	-	-	-	-	-	-	-	-	2	1
Mauritania	1	-	-	-	-	-	-	-	-	-
Mauritius	-	-	-	-	1	-	-	-	1	-
Mexico	4	1	10	1	7	-	4	-	5	2
Mongolia	5	-	-	-	1	-	2	-	1	-
Morocco	1	-	-	-	2	-	1	-	-	-
Mozambique	2	-	-	-	-	-	1	-	1	-
Myanmar	10	-	6	-	8	1	5	-	2	-
Namibia	-	-	-	-	-	-	6	-	1	-
Nepal	31	-	26	-	20	-	21	-	47	1
Netherlands	10	3	10	1	4	1	6	-	5	1
New Zealand	3	2	2	-	-	-	1	-	3	1
Nicaragua	1	-	1	-	-	-	-	-	1	-
Niger	1	-	-	-	-	-	1	-	2	-
Nigeria	99	3	97	1	152	4	95	2	245	6
Norway	1	-	1	-	-	-	-	-	-	-
Oman		-	1	-	1	-	-	-	1	-
Pakistan	287	1	296	4	341	4	474	8	448	8
Palau Island	-	-	-	-	1	-	-	-	1	-
Palestine	3	-	2	1	4	-	9	-	2	-
Panama	-	-	-	-	-	-	1	-	-	-
Papua New Guinea	-	-	-	-	1	-	-	-	-	-
Peru	3	-	-	-	-	-	1	-	1	-
Philippines	38	-	31	2	27	3	35	3	28	2
Poland	9	1	10	1	3	1	9	2	9	-
Portugal	2	-	3	-	2	-	6	-	4	-

Country / Region	2012/13		2013/14		2014/15		2015/16		2016/17	
	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
Qatar	1	-	-	-	-	-	-	-	-	-
Republic of Serbia	-	-	-	-	2	-	3	1	-	-
Romania	4	-	4	2	5	1	2	-	1	-
Russia	14	2	10	-	9	2	16	1	13	1
Rwanda	3	-	3	-	6	-	4	-	5	-
Saudi Arabia	2	1	3	-	4	-	-	-	-	-
Senegal	3	-	-	-	1	-	-	-	-	-
Sierra Leone	-	-	2	-	1	-	2	-	2	-
Singapore	11	-	10	-	12	1	6	1	20	4
Slovakia	3	-	3	-	4	1	1	-	3	-
Slovenia	1	-	-	-	1	-	1	-	-	-
Somalia	-	-	-	-	-	-	1	-	-	-
South Africa	3	-	1	-	4	1	3	1	4	-
South Korea	15	4	19	1	22	2	36	3	33	4
Spain	2	1	9	1	12	-	17	1	3	-
Sri Lanka	27	4	15	1	18	1	8	2	48	-
St Lucia	-	-	-	-	1	-	-	-	-	-
Sudan	5	-	2	-	5	-	7	-	6	-
Suriname	1	-	-	-	-	-	-	-	-	-
Swaziland	1	-	-	-	2	-	-	-	-	-
Sweden	3	1	2	-	1	-	4	2	2	1
Switzerland	-	-	-	-	4	2	4	1	1	1
Syria	-	-	2	-	3	-	3	-	1	-
Taiwan	27	1	16	-	23	3	21	1	14	-
Tajikistan	-	-	-	-	1	-	-	-	-	-
Tanzania	27	-	22	-	31	-	21	-	26	-
Thailand	24	-	13	-	15	2	10	1	15	2
Togo	1	-	-	-	1	-	2	-	-	-
Tunisia	1	-	2	-	2	-	3	-	2	-
Turkey	17	-	12	1	8	-	6	2	9	-
Turkmenistan	1	-	1	-	-	-	-	-	1	-
Uganda	14	-	18	-	16	-	8	-	23	-
Ukraine	4	1	4	-	1	-	4	-	2	1
United Arab Emirates	2	-	1	-	1	-	-	-	-	-
United Kingdom	26	2	34	6	28	6	34	3	30	1
United States of America	31	4	36	8	47	4	49	6	31	9
Uruguay	1	-	-	-	1	-	-	-	1	1
Uzbekistan	3	-	3	-	3	-	-	-	1	-
Venezuela	-	-	1	-	-	-	1	-	1	-
Vietnam	25	1	10	-	27	1	10	1	22	-
Yemen	1	-	1	-	5	-	9	-	8	-

Country / Region	2012/13		2013/14		2014/15		2015/16		2016/17	
	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
Zaire	-	-	2	-	1	-	1	-	3	-
Zambia	5	-	14	-	5	-	4	-	11	-
Zimbabwe	13	-	11	1	16	-	11	-	19	2
Total	4 253	165	4 785	185	4 755	223	4 114	216	4 303	231

- End -

CONTROLLING OFFICER'S REPLY**EDB744****(Question Serial No. 7124)**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 University Grants Committee's injections of research funds, please provide the amount of the following in the past 5 years (2012/13 to 2016/17):

- (1) The investment income of the Research Endowment Fund each year.

Asked by: Hon IP Kin-yuen (Member Question No. 84)Reply:

- (1) The annual investment income of the Research Endowment Fund (REF) for 2012/13 to 2015/16 (Note 1) are tabulated below. Information for 2016/17 is not yet available.

For the year ended 31 August	Investment income of the REF (\$ million)
2013	1,304
2014	1,036
2015	1,248
2016	1,038

Note 1 The accounting period for REF runs from 1 September to 31 August of the following year.

- End -

CONTROLLING OFFICER'S REPLY**EDB745****(Question Serial No. 5248)**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:

Given that the actual number of students taking sub-degree programmes funded by the University Grants Committee (UGC) in 2015/16 academic year was 4 072, please advise on:

- (a) The numbers of students and average unit costs for the UGC-funded sub-degree programmes in each of the past 5 years (i.e. from 2011/12 academic year to 2015/16 academic year) and the total amount of funding. Please sort by year-levels and tabulate by courses and institutions.
- (b) The number of non-local students among the 4 072 students. Please list out by institutions, levels of study, places of origin and mode of study.

Asked by: Hon KWOK Wing-hang, Dennis (Member Question No. 94)

Reply:

- (a) The bulk of the funding is allocated to universities in the form of block grant based on the approved student numbers allocated to universities. 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 universities, and the total subventions for the 2011/12 to 2015/16 academic years are set out below:

	2011/12	2012/13	2013/14	2014/15	2015/16
Average student unit cost (\$'000) ^{Note 2}	147	137	139	156	172 ^{Note 1}
Total subvention for the UGC-funded universities (\$ billion)	11.8	14.2	15.2	16.2	17.9

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 Education University of Hong Kong and \$31,575 per student per year for other UGC-funded universities).

- (b) Almost all students who were enrolled in UGC-funded sub-degree programmes in the 2015/16 academic year were local students. Of the 4 072 students, only one was non-local student from the mainland of China studying full-time sub-degree programme in the Hong Kong Polytechnic University.

- End -

CONTROLLING OFFICER'S REPLY**EDB746****(Question Serial No. 5253)**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 2015/16 academic year was 81 732. Would the Government inform this Committee of:

- (a) the number of students who pursued a degree programme funded by the UGC, the average unit cost of UGC-funded degree places and the total amount of subventions involved in the past 5 years (i.e. from 2011/12 to 2015/16 academic years), with a breakdown by year of study, area of study and faculty in table form.
- (b) the number of non-local students among the 81 732 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 KWOK Wing-hang, Dennis (Member Question No. 95)Reply:

- (a) The bulk of the funding is allocated to universities in the form of block grant based on the approved student numbers allocated to universities. 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 universities, and the total subventions for the 2011/12 to 2015/16 academic years are set out below:

	2011/12	2012/13	2013/14	2014/15	2015/16
Average student unit cost (\$'000) ^{Note 2}	233	203	209	222	237 ^{Note 1}
Total subvention for the UGC-funded universities (\$ billion)	11.8	14.2	15.2	16.2	17.9

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 81 732 students pursuing the UGC-funded undergraduate programmes in the 2015/16 academic year, 9 647 were non-local students. The distribution of these non-local students by university, mode of study and place of origin and 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 2015/16 academic year is set out at **Annex B**.

**Number of Non-local Students of UGC-funded Undergraduate Programmes
by University, Mode of Study and Place of Origin, 2015/16 Academic Year**

(full-time equivalent)

University	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	838	379	30	1 247
Hong Kong Baptist University	Full-time	726	14	3	743
Lingnan University	Full-time	155	16	-	171
The Chinese University of Hong Kong	Full-time	1 393	483	67	1 944
The Education University of Hong Kong	Full-time	285	17	-	302
The Hong Kong Polytechnic University	Full-time	1 156	316	53	1 525
The Hong Kong University of Science and Technology	Full-time	652	611	84	1 347
The University of Hong Kong	Full-time	1 455	847	67	2 368
All Universities	Full-time	6 660	2 683	304	9 647

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.
4. Figures may not add up to the corresponding totals due to rounding.

Number of Non-Local Students Enrolled in Full-time Locally-Accredited non-UGC-funded Undergraduate Programmes by Institution and Place of Origin, 2015/16 Academic Year

Institution	Place of Origin		
	The Mainland of China	Others	Total
Caritas Institute of Higher Education	182	1	183
Centennial College	87	5	92
Chu Hai College of Higher Education	70	17	87
Hang Seng Management College	36	-	36
Hong Kong Baptist University	67	-	67
Hong Kong Institute of Technology	-	2	2
Hong Kong Nang Yan College of Higher Education	14	-	14
Hong Kong Shue Yan University	186	-	186
SCAD Foundation (Hong Kong) Limited	-	174	174
The Chinese University of Hong Kong	-	2	2
The Education University of Hong Kong	67	7	74
The Hong Kong Academy for Performing Arts	40	24	64
The Hong Kong Polytechnic University	226	-	226
The Open University of Hong Kong	239	1	240
The University of Hong Kong	-	22	22
The University of Hong Kong Science and Technology	2	76	78
Tung Wah College	55	-	55
Vocational Training Council	36	4	40
Total	1 307	335	1 642

Notes:

1. Figures include first-year-first-degree and top-up degree programmes.
2. “-” denotes Nil.

- End -

CONTROLLING OFFICER'S REPLY**EDB747****(Question Serial No. 6678)**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 2015/16 academic year was 2 271. Would the Government inform this Committee of:

- (a) the number of students, average unit cost of UGC-funded TPg places and the total amount of subventions involved in the past 5 years, i.e. from 2011/12 to 2015/16 academic years, by grade level, area of study and faculty in table form; and
- (b) the number of non-local students among the 2 271 students with a breakdown by institution, level of study, place of origin and mode of study.

Asked by: Hon KWOK Wing-hang, Dennis (Member Question No. 96)

Reply:

- (a) The bulk of the funding is allocated to universities in the form of block grant based on the approved student numbers allocated to universities. 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 universities, and the total subventions for the 2011/12 to 2015/16 academic years are set out below:

	2011/12	2012/13	2013/14	2014/15	2015/16
Average student unit cost (\$'000) ^{Note 2}	204	193	202	215	230 ^{Note 1}
Total subvention for the UGC-funded universities (\$ billion)	11.8	14.2	15.2	16.2	17.9

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 2 271 students pursuing the UGC-funded taught postgraduate programmes in the 2015/16 academic year, 74 were non-local students. The distribution of these non-local students by university, mode of study and place of origin is set out below:

(full-time equivalent)

University	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	3	7
Hong Kong Baptist University	Part-time	1	-	-	1
The Chinese University of Hong Kong	Full-time	4	-	-	4
The Education University of Hong Kong	Full-time	6	1	-	7
The University of Hong Kong	Full-time	41	9	6	56
All Universities	Full-time	51	14	9	74

Notes:

1. The place of origin of non-local students is determined having regard to their nationality.
2. '-' denotes nil.
3. Figures may not add up to the corresponding totals due to rounding.

- End -

CONTROLLING OFFICER'S REPLY**EDB748****(Question Serial No. 6679)**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 2015/16 academic year was 7 359. Would the Government inform this Committee of:

- (a) the number of students, average unit cost of UGC-funded RPg places and the total amount of subventions involved in the past 5 years, i.e. from 2011/12 to 2015/16 academic years, by grade level, area of study and faculty in table form; and
- (b) the number of non-local students among the 7 359 students with a breakdown by institution, level of study, place of origin and mode of study.

Asked by: Hon KWOK Wing-hang, Dennis (Member Question No. 97)

Reply:

- (a) The bulk of the funding is allocated to universities in the form of block grant based on the approved student numbers allocated to universities. 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 universities, and the total subventions for the 2011/12 to 2015/16 academic years are set out below:

	2011/12	2012/13	2013/14	2014/15	2015/16
Average student unit cost (\$'000) ^{Note 2}	516	469	475	511	548 ^{Note 1}
Total subvention for the UGC-funded universities (\$ billion)	11.8	14.2	15.2	16.2	17.9

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 7 359 students pursuing the UGC-funded research postgraduate programmes in the 2015/16 academic year, 5 925 were non-local students. The distribution of 5 925 non-local students by university, mode of study and place of origin is set out below.

(full-time equivalent)

University	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	575	74	88	737
Hong Kong Baptist University	Full-time	166	13	25	204
Lingnan University	Full-time	34	5	15	54
The Chinese University of Hong Kong	Full-time	1 428	41	39	1 508
The Education University of Hong Kong	Full-time	21	4	2	27
The Hong Kong Polytechnic University	Full-time	479	54	47	580
The Hong Kong University of Science and Technology	Full-time	1 038	121	57	1 215
The University of Hong Kong	Full-time	1 370	112	118	1 600
All Universities	Total	5 110	424	391	5 925

Notes:

1. The place of origin of non-local students is determined having regard to their nationality.
2. Figures include only students funded by UGC within their normal study periods.
3. There was no non-local student enrolled to part-time UGC-funded research postgraduate programme in the year.
4. Figures may not add up to the corresponding totals because if research postgraduate students are financed by universities 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**EDB749****(Question Serial No. 6128)**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 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 LEUNG Kenneth (Member Question No. 1.13)

Reply:

According to figures provided by universities, the number of students enrolled in self-financing and University Grants Committee (UGC)-funded postgraduate programmes from the 2012/13 to 2016/17 academic years, with a breakdown by place of origin¹ is as follows.

Academic year	(Headcount)					
	Number of students pursuing postgraduate programmes ²					
	Self-financing			UGC-funded ³		
	Local	Mainland	Other places	Local	Mainland	Other places
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	24 247	12 272	1 093	4 788	5 164	839
2016/17 ⁴	N.A. ⁵			4 668	5 184	927

Notes :

1. The place of origin of non-local students is determined having regard to their nationality.
2. Figures include taught and research postgraduate programmes.
3. Figures include students within normal study periods.
4. Figures in respect of UGC-funded postgraduate programmes for the 2016/17 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 universities, 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)				
	2012/13	2013/14	2014/15	2015/16	2016/17
HKSAR Government Scholarship Fund	71.7	89.4	96.1	97.8	100.2
Scholarship for Prospective English Teachers (established in 2010/11) (figures refer to amount of disbursement to postgraduate students only)	0.55	0.65	0.25	0.6	0.5
Hong Kong PhD Fellowship Scheme	96.8	105.5	129.8	137.8	152.5

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)
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	90	1.50	73	0.87	8	0.08
2016/17 [^]	19	0.67	1	0.08	1	0.08

[^] 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 (since establishment in 2010/11)					
	Local	Amount (\$ million)	Mainland	Amount (\$ million)	Other places	Amount (\$ million)
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
2016/17	10	0.5	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
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*
2016/17	15	120	96	231	610*

* Including new awardees and awardees from previous year(s) who continue to benefit from the Scheme.

- End -

CONTROLLING OFFICER'S REPLY

EDB750

(Question Serial No. 6145)

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 Government provision for universities funded by the University Grants Committee (UGC):

1. Please list, by university, the total amount of funds.
2. Quite a number of tertiary institutions around the world have withdrawn their investments from heavily polluting and fossil fuel industries with a view to mitigating climate change and improving public health. Has the Government assessed the financial position of UGC-funded universities and introduced similar regulatory measures governing the investment policy of these universities? If yes, what are the details? If no, will the Government consider drawing up guidelines on the investment policy for the universities?

Asked by: Hon LEUNG Kenneth (Member Question No. 3.17)

Reply:

1. Based on the annual financial reports of the eight University Grants Committee (UGC)-funded universities, information on the total funds of each university for the 2015/16 academic year is at Annex.
2. The eight UGC-funded universities are independent statutory bodies which enjoy a high degree of autonomy in academic and administrative matters. Each university has established mechanisms and internal guidelines governing institutional affairs including the investment of funds etc. It is for universities to decide their investment strategies having regard to the provisions in their ordinance. In line with the principle of institutional autonomy, the UGC generally does not micro-manage or intervene in these matters.

Total funds of UGC-funded universities ^{Note 1}
(2015/16 academic year)

	CityU	HKBU	LU	CUHK	EdUHK	PolyU	HKUST	HKU
Total funds ^{Note 2} (\$ million)								
2015/16	7,413	5,740	2,253	20,466	2,864	9,092	10,513	24,455

Source: Financial Reports of UGC-funded universities.

Abbreviations:

CityU	City University of Hong Kong	EdUHK	The Education University of Hong Kong
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 university level (i.e. excluding subsidiaries).

Note 2: Include UGC-funded reserves and non-UGC-funded reserves (mainly self-financed reserves, donations and benefactions, etc.).

- End -

CONTROLLING OFFICER'S REPLY

EDB751

(Question Serial No. 6835)

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:

Does your department provide sign language interpretation services? If yes, what are the manpower and expenditure involved? If no, what are the reasons?

Asked by: Hon LEUNG Yiu-chung (Member Question No. 219)

Reply:

The University Grants Committee Secretariat has so far not come across requests for sign language interpretation services. Provision of the said services is subject to review from time to time based on operational needs.

- End -

CONTROLLING OFFICER'S REPLY

EDB752

(Question Serial No. 4890)

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 advise on 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 2016-17 academic year by institution?

Asked by: Hon MA Fung-kwok (Member Question No. 91)

Reply:

The number of hostel places available in the University Grants Committee (UGC)-funded universities and the ratio of hostel places allocated to local and non-local students at the beginning of the 2016/17 academic year as advised by the UGC-funded universities are at the Annex.

(A) Hostel places available for allocation to students in UGC-funded universities

University	2016/17 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	250	216	2 095
Lingnan University	1 164	1 170	107	2 441
The Chinese University of Hong Kong	5 534	2 593	488	8 615
The Education University of Hong Kong	2 000	0	186	2 186
The Hong Kong Polytechnic University	4 484	0	161	4 645
The Hong Kong University of Science and Technology	3 812	792	604	5 208
The University of Hong Kong	5 573	613	200	6 386
Total	27 636	5 626	1 962	35 224

(B) Ratio of hostel places allocated to local and non-local students by UGC-funded universities

University	Ratio of hostel places allocated in the 2016/17 academic year	
	Local students	Non-local students
City University of Hong Kong	46%	54%
Hong Kong Baptist University	62%	38%
Lingnan University	86%	14%
The Chinese University of Hong Kong	61%	39%
The Education University of Hong Kong	77%	23%
The Hong Kong Polytechnic University	43%	57%
The Hong Kong University of Science and Technology	46%	54%
The University of Hong Kong	48%	52%
Overall	55%	45%

- End -

CONTROLLING OFFICER'S REPLY**EDB753****(Question Serial No. 3455)**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 funded first-year first-degree places now maintains at 15 000 per annum, while the number of secondary 6 students meeting the minimum admission requirements of undergraduate programmes in 2016 is 22 000. In this connection, please advise on:

1. whether the number of funded undergraduate places will be increased in the new financial year. If yes, what are the details? If no, what are the reasons?
2. the reasons for not adjusting the tuition fees of universities over the years;
3. whether an adjustment to the tuition fees will be considered. If yes, what are the details and the reasons?

Asked by: Hon SHEK Lai-him, Abraham (Member Question No. 64)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 45% of our young people in the relevant cohort now have access to degree-level education. Including sub-degree education, over 70% of them have access to post-secondary education. In 2016/17, there are sufficient publicly-funded and self-financing first-year-first-degree (FYFD) places for all Secondary 6 students who meet the minimum entrance requirements for undergraduate programme admission.

Looking ahead, we expect a continuous drop in the population of the relevant age cohort proceeding to post-secondary education until 2022. The number of secondary school graduates will drop from about 57 000 in 2016 to 43 000 in 2022. Meanwhile, 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, e.g. progressively increasing the number of University Grants Committee (UGC)-funded senior year undergraduate intake places, so that 5 000 meritorious sub-degree graduates will be able to articulate to subsidised degree programmes each year by the 2018/19 academic year. In light of the above, the Government does not see a genuine need to change the number of UGC-funded FYFD places to be offered in the coming years and have maintained it at 15 000 per annum during the 2016/17 to 2018/19 triennium.

Planning for the 2019/20 to 2021/22 triennium will commence later this year to tie in with the academic planning cycle of the UGC-funded universities. During the planning stage, the Government and the UGC will decide on, among other things, the number of UGC-funded FYFD places to be offered in the next triennium.

2. & 3.

The recurrent grant to the UGC-funded universities 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 universities. 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 universities 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 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 was completed in late September 2016 and the final report has been submitted to the Education Bureau. The Bureau is now carefully studying the findings of the report and will decide the way forward for the 2019/20 academic year and beyond in due course.

- End -

CONTROLLING OFFICER'S REPLY**EDB754****(Question Serial No. 3464)**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 2 year, broken down by institutions and places of origin of students;
- (b) the number of supply of hostel places in the next 3 years; what are the details of these additional hostel places as well as construction expenditure involved;
- (c) to what extent the additional hostel places created in the coming 3 years is able to cater the residential needs of local and non-local students and promote internalization of universities?

Asked by: Hon SHEK Lai-him, Abraham (Member Question No. 76)Reply:

- (a) 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 universities 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 universities 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 universities regarding the number of students put on waiting lists for hostel places.

¹ The criteria are applicable to all UGC-funded universities, 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 Education University of Hong Kong (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 institution having regard to the potential benefits that hostel life would bring to the quality of pre-service teacher education).

- (b) 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 the 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 additional publicly-funded hostel places to The Chinese University of Hong Kong.
- (c) Both the UGC and the universities consider that the provision of hostel places for both local and non-local students according to the established policy is a key factor in promoting internationalization. Despite the keen competition for funding, the UGC has been working very hard to pursue funding for capital projects for hostels as well as academic facilities, and will continue the endeavor. Moreover, internationalization might come in many forms including international strategies, curriculum development, international networks, non-local student recruitment and integration, international staff, etc. The provision of hostel places is not the only determining factor when non-local students consider their study destinations.

- End -

CONTROLLING OFFICER'S REPLY

EDB755

(Question Serial No. 4436)

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:

Students are charged high tuition fees by universities each semester/academic year. Has the Government taken any measures to monitor the tertiary institutions to see if their money is put to good use? Are there any records?

Asked by: Hon SHIU Ka-chun (Member Question No. 175)

Reply:

The eight University Grants Committee (UGC)-funded universities are independent statutory bodies, each with its own ordinance and governing council. Each university has its own objectives, functions and governance structure in accordance with its own governing ordinance and statutes. In addition, the governing council is the supreme governing body over all institutional matters, having powers to do things that are necessary and conducive to the objects of the university.

That notwithstanding, in view of the significant funding the universities receive in the form of Government subvention and private contributions, as well as the importance of higher education to the development of the society, universities should ensure that their funding is put to appropriate use and serves the best interests of the community and students. While safeguarding academic freedom and institutional autonomy, universities should endeavor to maintain transparency and accountability in their operations.

As required by the UGC Notes on Procedures (NoP), the universities, in addition to the annual audit of the financial statements, universities are required to engage independent external auditors to provide an assurance as to whether the university has accounted for the income and expenditure in respect of the funds received from the UGC in accordance with the relevant provisions of the NoP and the grant allocation letters issued by the UGC. Moreover, to provide further assurance of the proper use and application of public funds as represented in the audited financial statements and the annual return, Heads of Universities (HoUs) are requested to provide a Certificate of Accountability to the UGC annually, after the close of each financial year, to confirm that public funds allocated via the UGC and matched donations under the Matching Grant Schemes had been spent in accordance with the NoP, allocation letter and other guidelines and approved Government policies, including the guidelines on no cross-subsidisation.

- End -

CONTROLLING OFFICER'S REPLY

EDB756

(Question Serial No. 4438)

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 were the numbers of students undertaking master's, bachelor's and associate degree programmes in social work in various tertiary institutions in the past 5 years? How many of them did join the profession and actually become social workers? What is the percentage of such students? Is there any shortage of social workers or shortfall in the supply?

Asked by: Hon SHIU Ka-chun (Member Question No. 177)

Reply:

The number of graduates of University Grants Committee (UGC)-funded sub-degree and undergraduate programmes related to social work by university for 2011/12 to 2015/16 academic years is given at Annex A. No UGC-funded postgraduate programmes leading to professional recognition, related to social work were offered by these universities during the period.

According to the Social Work Manpower Requirements System administered by the Social Welfare Department, the number of graduates of all local social work programmes (including UGC-funded programmes) from 2010 to 2014 and those who have ever joined the social work profession by year of graduation and type of graduates is given at Annex B.

The UGC Secretariat does not maintain information about the manpower situations of individual industries and professions (including social work). Instead, when we conduct academic planning for the UGC-funded universities, the Education Bureau will solicit views from relevant bureaux/departments regarding the manpower trends in professions/industries under their respective purview. The general manpower remarks so obtained will be provided to the UGC-funded universities to facilitate them to consider their academic programme offerings.

**Number of Graduates of UGC-funded Sub-degree and Undergraduate Programmes
related to Social Work by University, 2011/12 to 2015/16 Academic years**

(Headcount)

Academic Year	University	Sub-degree	Undergraduate
2011/12	City University of Hong Kong	31	82
	Hong Kong Baptist University	-	56
	The Chinese University of Hong Kong	-	48
	The Hong Kong Polytechnic University	77	64
	The University of Hong Kong	-	38
Total		108	288
2012/13	City University of Hong Kong	48	88
	Hong Kong Baptist University	-	57
	The Chinese University of Hong Kong	-	48
	The Hong Kong Polytechnic University	42	80
	The University of Hong Kong	-	39
Total		90	312
2013/14	City University of Hong Kong	-	85
	Hong Kong Baptist University	-	58
	The Chinese University of Hong Kong	-	53
	The Hong Kong Polytechnic University	44	71
	The University of Hong Kong	-	41
Total		44	308
2014/15	City University of Hong Kong	-	86
	Hong Kong Baptist University	-	55
	The Chinese University of Hong Kong	-	56
	The Hong Kong Polytechnic University	44	67
	The University of Hong Kong	-	32
Total		44	296
2015/16	City University of Hong Kong	-	94
	Hong Kong Baptist University	-	55
	The Chinese University of Hong Kong	-	48
	The Hong Kong Polytechnic University	-	70
	The University of Hong Kong	-	45
Total		-	312

Note:

‘-’ denotes nil

Annex B

Number of graduates⁽¹⁾ of local social work training programmes⁽²⁾ and those who had ever joined the social work profession by year of graduation and type of graduates

Type of graduates	Year of graduation				
	2010	2011	2012	2013	2014
(a) Degree / Master Graduates	778	785	811	851	816
- Graduates who had ever obtained Degree ⁽³⁾ / Diploma ⁽⁴⁾ Posts	697	692	667	678	570
- Proportion of graduates who had ever obtained Degree ⁽³⁾ / Diploma ⁽⁴⁾ Posts	89.6%	88.2%	82.2%	79.7%	69.9%
(b) Diploma / Associate Degree Graduates	437	440	517	533	597
- Graduates who had ever obtained Diploma ⁽⁴⁾ Posts	320	310	337	275	248
- Proportion of graduates who had ever obtained Diploma ⁽⁴⁾ Posts	73.2%	70.5%	65.2%	51.6%	41.5%

Notes :

- (1) As at 31 March 2015.
- (2) They refer to those local social work training programmes recognised by the Social Workers Registration Board (<http://www.swrb.org.hk/>).
- (3) They refer to posts requiring social work degree qualification or above.
- (4) They refer to posts requiring social work diploma / associate degree qualification or equivalent.

- End -

CONTROLLING OFFICER'S REPLY**EDB757****(Question Serial No. 4439)**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 placements arranged by the departments of social work of various tertiary institutions, what were the average amount of subsidy granted to a student in a blocked/concurrent placement and the percentage increase in the past 5 years?

Asked by: Hon SHIU Ka-chun (Member Question No. 178)Reply:

The average amount of subsidy granted to a student in a blocked/concurrent placement and the change in percentage over the past five academic years are tabled below.

	2012/13	2013/14	2014/15	2015/16	2016/17
Average: (HK\$)	12,061	12,225 (+1.36%)	12,493 (+2.19%)	12,915 (+3.38%)	Not yet available

Notes:

1. The table above only reflects returns from four University Grants Committee-funded universities that have readily available information on the subsidy amount.
2. The universities include different elements in calculating the amount of subsidy granted to students. One of them includes supervision fee for individual students and travelling allowance provided to each student in the calculation. One of them indicates that the amount of subsidy per placement includes the funding for social work fieldwork supervision and subsidy on non-local placement, but excludes the costs for employing full-time teaching staff to co-ordinate the fieldwork for the Undergraduate Programme. One university includes only local travelling allowance and overseas subsidy in the amount of subsidy provided to the students. One university does not indicate the coverage of the figures.

- End -

CONTROLLING OFFICER'S REPLY

EDB758

(Question Serial No. 5782)

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:

Many students and media reports have reflected that tertiary institutions offering sub-degree programmes are becoming business-oriented and the quality of these programmes varies greatly. With the industrialisation of local education, most of the sub-degree graduates are unable to articulate to top-up degree programmes and they can only earn a low monthly income. Sub-degree programmes have gradually become "chicken ribs" which have little value.

In 2017-18, apart from undertaking quality audits on the sub-degree operations of the UGC-funded universities, will the Quality Assurance Council oversee and conduct audits on self-financing sub-degree programmes offered by community colleges in respect of the quality of programmes, their tuition fees and quality of staff? If yes, what are the details? If no, what are the reasons?

Asked by: Hon TSE Wai-chun, Paul (Member Question No. 55)

Reply:

The Quality Assurance Council (QAC), established under the aegis of the University Grants Committee (UGC), aims to assure that the quality of the educational experience in all programmes at the levels of sub-degree, first degree and above (however funded) offered in UGC-funded universities is sustained and improved, and is at an internationally competitive level. The work of QAC only involves UGC-funded universities.

On the other hand, sub-degree programmes offered by non-self-accrediting post-secondary institutions are subject to quality assurance by the Hong Kong Council for Accreditation of Academic and Vocational Qualifications to ensure that the academic standards and quality, as well as teaching quality etc. meet the required standards.

- End -

CONTROLLING OFFICER'S REPLY

EDB759

(Question Serial No. 5790)

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 Matters Requiring Special Attention in 2017-18, it is mentioned that the Government will encourage the UGC-funded universities to strengthen their pursuits of the initiatives of internationalisation.

Besides teaching quality, university reputation and image are equally important. It was reported that many university professors receiving several millions of dollars annually in remuneration only published their works in newspapers.

In the past, the media exposed quite a few cases of university professors being suspected of plagiarism, such as Lingnan University Professor Herdip Singh who was suspected of plagiarising dissertation in the year before last, and corruption and dereliction of duties (such as Lam Shiu-kum, former Dean of Faculty of Medicine of the University of Hong Kong). Corruption problems are lurking in local higher education.

Regarding the University Grants Committee's expenditure in the current year, will the integrity of university education staff be included under the expenditure on the institutional governance of universities? Or will discussion be held with the ICAC on countermeasures to prevent corruption in local higher education in order to promote the internationalisation of the universities? If yes, what are the details? If not, what are the reasons?

Asked by: Hon TSE Wai-chun, Paul (Member Question No. 57)

Reply:

The eight University Grants Committee (UGC)-funded universities are autonomous bodies established pursuant to their respective ordinances and each has established a council to serve as the governing body. Their ordinances and statutes set out their objectives, functions and governance structure and provide the universities with the power and freedom to carry out their objectives and functions.

The UGC Notes on Procedures clearly state that universities enjoy institutional autonomy in the development of curricula and academic standards, selection of staff and students, initiation and conduct of researches, internal allocation of resources, etc, and are accountable in these matters. Universities have their internal mechanisms and guidelines for handling staff management and integrity matters. We understand that Universities have sought corruption prevention advice of Independent Commission Against Corruption for enhancing institutional governance and internal control as and when necessary. Besides, the Research Grants Council under the UGC attaches great importance to research integrity. As far as RGC-funded research projects are concerned, any research improprieties found will be dealt with fairly and seriously by the RGC under the established mechanism.

- End -

CONTROLLING OFFICER'S REPLY

EDB760

(Question Serial No. 3971)

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:

One of the major tasks of the University Grants Committee (UGC) is to monitor the financial activities of the UGC-funded universities. In this regard, will the Government inform this Committee of:

The ranks and monthly salary scales of professorial staff (Professors, Associate Professors and Assistant Professors), senior lecturers, lecturers and teaching fellows in the UGC-funded universities (namely the City University of Hong Kong, the Hong Kong Baptist University, Lingnan University, The Chinese University of Hong Kong, The Education University of Hong Kong, The Hong Kong Polytechnic University, The Hong Kong University of Science and Technology and the University of Hong Kong).

Asked by: Hon YEUNG Alvin (Member Question No. 40)

Reply:

In line with the principle of institutional autonomy, universities have their own established mechanisms in determining the remuneration packages of their staff, and are accountable for their decisions in this regard. Since the deregulation of the salary scales of the University Grants Committee (UGC)-funded institutions in 2003, the UGC has not sought to control for funding purposes actual expenditure on salaries in the universities. The information requested is thus not available. That notwithstanding, for financial reporting purpose, universities are required to disclose in their financial statements statistics on the number of staff whose total annual equivalent remuneration exceeds \$1.8 million in that reporting year, irrespective of the funding sources.

- End -

CONTROLLING OFFICER'S REPLY

EDB761

(Question Serial No. 3972)

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 list by academic programme category (Medicine, Dentistry, Biological Sciences, Natural Sciences, Mathematical Sciences, Computer Science and Information Technology, Engineering and Technology, Architecture and Town Planning, Business and Management Studies, Social Sciences, Law, Mass Communication & Documentation, Languages & Related Studies, Humanities, Arts, Design & Performing Arts, and Education) the numbers of places and subventions granted to full-time and part-time publicly-funded taught postgraduate programmes, undergraduate programmes and sub-degree programmes of post-secondary institutions for the past 5 academic years.

Asked by: Hon YEUNG Alvin (Member Question No. 41)

Reply:

The approved student number targets of University Grants Committee (UGC)-funded sub-degree, undergraduate and taught postgraduate programmes by university, mode of study and academic programme category for 2012/13 to 2016/17 academic years are set out at the Annex. Subventions granted to full-time and part-time publicly-funded sub-degree, undergraduate and taught postgraduate programmes are subsumed under the block grants allocated to the UGC-funded universities, and hence the UGC is unable to attribute the actual subventions on specific programmes.

**Approved Student Number Targets of UGC-funded Sub-degree Programmes
by University, Mode of Study and Academic Programme Category, 2012/13 to 2016/17 Academic Years**

(full-time equivalent)

Academic Year	University	Mode of Study	Academic Programme Category																	
			med	dent	health	bio sci	phys sci	math sci	cmp/it	eng/tec	arch/tp	bus/man	soc sci	law	commu	lang	hum	art & d	edu	Total
2012/13	CityU	Full-time	-	-	-	-	-	-	-	483	358	-	40	-	-	-	-	40	-	921
	Sub-total		-	-	-	-	-	-	-	483	358	-	40	-	-	-	-	40	-	921
	EdUHK	Full-time	-	-	-	0	0	1	8	-	-	-	4	-	-	24	4	1	349	393
		Part-time	-	-	-	2	3	1	16	-	-	-	2	-	-	41	2	4	621	693
	Sub-total		-	-	-	2	4	2	24	-	-	-	7	-	-	65	7	5	971	1 086
	PolyU	Full-time	-	-	480	-	198	-	57	1 290	190	579	80	-	-	-	-	311	-	3 184
		Part-time	-	-	-	-	-	-	-	93	-	60	-	-	-	-	-	-	-	153
	Sub-total		-	-	480	-	198	-	57	1 383	190	639	80	-	-	-	-	311	-	3 338
Total			-	-	480	2	202	2	81	1 866	548	639	127	-	-	65	7	356	971	5 345
2013/14	CityU	Full-time	-	-	-	-	-	-	-	483	358	-	-	-	-	-	-	-	-	841
	Sub-total		-	-	-	-	-	-	-	483	358	-	-	-	-	-	-	-	-	841
	EdUHK	Full-time	-	-	-	0	0	1	11	-	-	-	3	-	-	21	3	2	424	465
		Part-time	-	-	-	2	3	1	16	-	-	-	2	-	-	41	2	4	621	693
	Sub-total		-	-	-	2	4	2	27	-	-	-	5	-	-	62	5	6	1 045	1 158
	PolyU	Full-time	-	-	320	-	198	-	57	1 278	190	567	75	-	-	-	-	279	-	2 964
		Part-time	-	-	-	-	-	-	-	39	-	17	-	-	-	-	-	-	-	56
	Sub-total		-	-	320	-	198	-	57	1 317	190	584	75	-	-	-	-	279	-	3 020
Total			-	-	320	2	202	2	84	1 800	548	584	80	-	-	62	5	285	1 045	5 019
2014/15	CityU	Full-time	-	-	-	-	-	-	-	483	358	-	-	-	-	-	-	-	-	841
	Sub-total		-	-	-	-	-	-	-	483	358	-	-	-	-	-	-	-	-	841
	EdUHK	Full-time	-	-	-	-	-	-	11	-	-	-	3	-	-	17	3	-	386	420
		Part-time	-	-	-	2	3	1	16	-	-	-	2	-	-	41	2	4	621	693
	Sub-total		-	-	-	2	3	1	27	-	-	-	5	-	-	59	5	4	1 007	1 113
	PolyU	Full-time	-	-	160	-	198	-	57	1 159	190	329	35	-	-	-	-	240	-	2 367
		Part-time	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Sub-total		-	-	160	-	198	-	57	1 159	190	329	35	-	-	-	-	240	-	2 367
Total			-	-	160	2	201	1	84	1 642	548	329	40	-	-	59	5	243	1 007	4 321
2015/16	CityU	Full-time	-	-	-	-	-	-	-	483	358	-	-	-	-	-	-	-	-	841
	Sub-total		-	-	-	-	-	-	-	483	358	-	-	-	-	-	-	-	-	841

Academic Year	University	Mode of Study	Academic Programme Category																	
			med	dent	health	bio sci	phys sci	math sci	cmp/it	eng/tec	arch/tp	bus/man	soc sci	law	commu	lang	hum	art & d	edu	Total
	EdUHK	Full-time	-	-	-	-	-	14	-	-	-	-	3	-	-	22	3	-	483	526
		Part-time	-	-	-	1	3	1	10	-	-	-	-	-	-	26	-	7	539	587
	Sub-total		-	-	-	1	3	16	10	-	-	-	3	-	-	48	3	7	1 022	1 113
	PolyU	Full-time	-	-	-	-	198	-	57	989	190	284	-	-	-	-	-	197	-	1 914
	Sub-total		-	-	-	-	198	-	57	989	190	284	-	-	-	-	-	197	-	1 914
Total			-	-	-	1	201	16	67	1 472	548	284	3	-	-	48	3	204	1 022	3 868
2016/17	CityU	Full-time	-	-	-	-	-	-	-	483	358	-	-	-	-	-	-	-	-	841
	Sub-total		-	-	-	-	-	-	-	483	358	-	-	-	-	-	-	-	-	841
	EdUHK	Full-time	-	-	-	-	-	-	27	-	-	-	-	-	-	-	-	-	619	646
		Part-time	-	-	-	0	1	-	6	-	-	-	2	-	-	17	1	-	371	398
	Sub-total		-	-	-	0	1	-	33	-	-	-	2	-	-	17	1	-	990	1 044
	PolyU	Full-time	-	-	-	-	198	-	57	903	190	232	-	-	-	-	-	134	-	1 713
	Sub-total		-	-	-	-	198	-	57	903	190	232	-	-	-	-	-	134	-	1 713
Total			-	-	-	0	199	-	90	1 386	548	232	2	-	-	17	1	134	990	3 598

**Approved Student Number Targets of UGC-funded Undergraduate Programmes
by University, Mode of Study and Academic Programme Category, 2012/13 to 2016/17 Academic Years**

(full-time equivalent)

Academic Year	University	Mode of Study	Academic Programme Category																	
			med	dent	health	bio sci	phys sci	math sci	cmp/it	eng/tec	arch/tp	bus/man	soc sci	law	commu	lang	hum	art & d	edu	Total
2012/13^	CityU	Full-time	-	-	6	142	469	200	876	1 863	197	3 501	1 235	244	382	390	78	494	-	10 078
	Sub-total		-	-	6	142	469	200	876	1 863	197	3 501	1 235	244	382	390	78	494	-	10 078
	HKBU	Full-time	-	-	255	212	317	171	289	-	-	1 059	1 012	-	604	459	396	429	388	5 590
	Sub-total		-	-	255	212	317	171	289	-	-	1 059	1 012	-	604	459	396	429	388	5 590
	LU	Full-time	-	-	-	-	-	-	-	-	-	836	583	-	-	599	516	-	-	2 534
	Sub-total		-	-	-	-	-	-	-	-	-	836	583	-	-	599	516	-	-	2 534
	CUHK	Full-time	1 025	-	1 585	818	625	682	324	1 653	188	2 336	1 570	335	276	1 039	471	245	348	13 518
	Sub-total		1 025	-	1 585	818	625	682	324	1 653	188	2 336	1 570	335	276	1 039	471	245	348	13 518
	EdUHK	Full-time	-	-	-	57	105	134	50	-	-	5	106	-	-	965	102	295	1 328	3 147
		Part-time	-	-	-	4	5	27	4	-	-	-	4	-	-	106	2	27	822	1 002
	Sub-total		-	-	-	61	110	161	55	-	-	5	111	-	-	1 071	104	322	2 149	4 149
	PolyU	Full-time	-	-	2 423	113	516	120	617	2 751	425	2 726	314	-	-	434	-	737	-	11 177
	Sub-total		-	-	2 423	113	516	120	617	2 751	425	2 726	314	-	-	434	-	737	-	11 177
	HKUST	Full-time	-	-	-	568	706	537	318	2 461	-	2 619	383	-	-	21	34	-	9	7 655
	Sub-total		-	-	-	568	706	537	318	2 461	-	2 619	383	-	-	21	34	-	9	7 655
	HKU	Full-time	1 025	315	1 437	564	461	565	257	1 922	508	1 044	1 664	726	117	988	475	126	538	12 732
	Sub-total		1 025	315	1 437	564	461	565	257	1 922	508	1 044	1 664	726	117	988	475	126	538	12 732
Total			2 050	315	5 706	2 478	3 203	2 436	2 735	10 651	1 318	14 125	6 872	1 305	1 379	5 001	2 074	2 352	3 433	67 432
2013/14	CityU	Full-time	-	-	12	146	480	191	854	1 918	249	3 445	1 311	246	427	389	94	492	-	10 254
	Sub-total		-	-	12	146	480	191	854	1 918	249	3 445	1 311	246	427	389	94	492	-	10 254
	HKBU	Full-time	-	-	255	221	302	173	287	-	-	1 085	1 026	-	604	470	420	428	393	5 662
	Sub-total		-	-	255	221	302	173	287	-	-	1 085	1 026	-	604	470	420	428	393	5 662
	LU	Full-time	-	-	-	-	-	-	-	-	-	813	568	-	-	586	520	-	-	2 487
	Sub-total		-	-	-	-	-	-	-	-	-	813	568	-	-	586	520	-	-	2 487
	CUHK	Full-time	1 110	-	1 650	827	676	693	323	1 690	200	2 361	1 635	340	276	1 049	477	276	373	13 956
	Sub-total		1 110	-	1 650	827	676	693	323	1 690	200	2 361	1 635	340	276	1 049	477	276	373	13 956
	EdUHK	Full-time	-	-	-	60	109	143	52	-	-	7	124	-	-	916	106	346	1 324	3 186
		Part-time	-	-	-	5	6	29	5	-	-	-	5	-	-	97	2	28	826	1 002
	Sub-total		-	-	-	65	114	172	57	-	-	7	129	-	-	1 013	109	374	2 150	4 188
	PolyU	Full-time	-	-	2 604	121	563	138	588	2 803	369	2 737	324	-	-	437	-	771	-	11 453

Academic Year	University	Mode of Study	Academic Programme Category																	
			med	dent	health	bio sci	phys sci	math sci	cmp/it	eng/tec	arch/tp	bus/man	soc sci	law	commu	lang	hum	art & d	edu	Total
	Sub-total		-	-	2 604	121	563	138	588	2 803	369	2 737	324	-	-	437	-	771	-	11 453
	HKUST	Full-time	-	-	-	551	751	549	343	2 441	-	2 559	470	-	-	30	49	-	5	7 747
	Sub-total		-	-	-	551	751	549	343	2 441	-	2 559	470	-	-	30	49	-	5	7 747
	HKU	Full-time	1 110	318	1 495	587	486	584	250	1 961	532	1 065	1 717	751	118	1 020	492	128	524	13 137
	Sub-total		1 110	318	1 495	587	486	584	250	1 961	532	1 065	1 717	751	118	1 020	492	128	524	13 137
Total			2 220	318	6 015	2 517	3 373	2 499	2 701	10 812	1 349	14 072	7 179	1 337	1 425	4 993	2 161	2 467	3 444	68 883
2014/15	CityU	Full-time	-	-	18	152	476	184	856	2 077	271	3 451	1 452	248	489	442	101	487	-	10 702
	Sub-total		-	-	18	152	476	184	856	2 077	271	3 451	1 452	248	489	442	101	487	-	10 702
	HKBU	Full-time	-	-	255	231	289	177	285	-	-	1 125	1 047	-	614	487	448	433	439	5 829
	Sub-total		-	-	255	231	289	177	285	-	-	1 125	1 047	-	614	487	448	433	439	5 829
	LU	Full-time	-	-	-	-	-	-	-	-	-	798	564	-	-	578	520	-	-	2 460
	Sub-total		-	-	-	-	-	-	-	-	-	798	564	-	-	578	520	-	-	2 460
	CUHK	Full-time	1 160	-	1 706	845	725	710	327	1 728	213	2 387	1 681	345	278	1 062	487	306	377	14 337
	Sub-total		1 160	-	1 706	845	725	710	327	1 728	213	2 387	1 681	345	278	1 062	487	306	377	14 337
	EdUHK	Full-time	-	-	-	63	113	151	51	-	-	9	151	-	-	840	111	374	1 314	3 177
		Part-time	-	-	-	6	6	31	5	-	-	-	5	-	-	89	2	28	829	1 002
	Sub-total		-	-	-	69	120	181	56	-	-	9	156	-	-	929	114	402	2 143	4 179
	PolyU	Full-time	-	-	2 803	170	704	190	557	2 872	315	2 851	322	-	-	454	-	760	-	11 998
	Sub-total		-	-	2 803	170	704	190	557	2 872	315	2 851	322	-	-	454	-	760	-	11 998
	HKUST	Full-time	-	-	-	530	789	566	366	2 436	-	2 535	488	-	-	33	54	-	2	7 801
	Sub-total		-	-	-	530	789	566	366	2 436	-	2 535	488	-	-	33	54	-	2	7 801
	HKU	Full-time	1 160	318	1 528	607	509	600	242	1 980	556	1 102	1 774	766	119	1 058	501	130	499	13 451
	Sub-total		1 160	318	1 528	607	509	600	242	1 980	556	1 102	1 774	766	119	1 058	501	130	499	13 451
Total			2 320	318	6 310	2 605	3 611	2 608	2 689	11 093	1 355	14 258	7 484	1 359	1 500	5 043	2 225	2 518	3 461	70 757
2015/16	CityU	Full-time	-	-	48	170	579	198	806	2 123	269	3 516	1 556	250	278	717	114	511	-	11 134
	Sub-total		-	-	48	170	579	198	806	2 123	269	3 516	1 556	250	278	717	114	511	-	11 134
	HKBU	Full-time	-	-	255	208	343	164	268	-	-	1 163	1 104	-	616	520	497	409	413	5 960
	Sub-total		-	-	255	208	343	164	268	-	-	1 163	1 104	-	616	520	497	409	413	5 960
	LU	Full-time	-	-	-	-	-	-	-	-	-	814	554	-	-	581	517	-	-	2 466
	Sub-total		-	-	-	-	-	-	-	-	-	814	554	-	-	581	517	-	-	2 466
	CUHK	Full-time	1 260	-	1 721	802	767	701	331	1 759	226	2 389	1 720	345	280	1 072	490	326	382	14 570
	Sub-total		1 260	-	1 721	802	767	701	331	1 759	226	2 389	1 720	345	280	1 072	490	326	382	14 570

Academic Year	University	Mode of Study	Academic Programme Category																	
			med	dent	health	bio sci	phys sci	math sci	cmp/it	eng/tec	arch/tp	bus/man	soc sci	law	commu	lang	hum	art & d	edu	Total
	EdUHK	Full-time	-	-	-	42	114	168	61	-	-	18	408	-	-	795	307	318	918	3 149
		Part-time	-	-	-	0	1	22	25	-	-	4	21	-	-	87	9	22	809	1 002
	Sub-total		-	-	-	43	115	189	86	-	-	23	429	-	-	882	316	340	1 727	4 151
	PolyU	Full-time	-	-	2 800	276	830	229	554	2 900	282	2 982	424	-	-	415	28	774	-	12 493
	Sub-total		-	-	2 800	276	830	229	554	2 900	282	2 982	424	-	-	415	28	774	-	12 493
	HKUST	Full-time	-	-	-	364	927	894	579	1 241	-	1 872	744	17	-	666	399	121	-	7 824
	Sub-total		-	-	-	364	927	894	579	1 241	-	1 872	744	17	-	666	399	121	-	7 824
	HKU	Full-time	1 220	318	1 556	613	520	602	241	1 979	580	1 120	1 804	780	120	1 084	505	132	467	13 641
	Sub-total		1 220	318	1 556	613	520	602	241	1 979	580	1 120	1 804	780	120	1 084	505	132	467	13 641
Total			2 480	318	6 379	2 475	4 081	2 977	2 866	10 002	1 357	13 879	8 335	1 392	1 294	5 937	2 865	2 613	2 989	72 239
2016/17	CityU	Full-time	-	-	100	185	615	220	867	2 053	238	3 490	1 525	210	283	716	146	521	-	11 170
	Sub-total		-	-	100	185	615	220	867	2 053	238	3 490	1 525	210	283	716	146	521	-	11 170
	HKBU	Full-time	-	-	240	225	364	167	249	-	-	1 156	1 074	-	632	484	498	433	434	5 956
	Sub-total		-	-	240	225	364	167	249	-	-	1 156	1 074	-	632	484	498	433	434	5 956
	LU	Full-time	-	-	-	-	-	-	-	-	-	795	566	-	-	567	522	-	-	2 450
	Sub-total		-	-	-	-	-	-	-	-	-	795	566	-	-	567	522	-	-	2 450
	CUHK	Full-time	1 335	-	1 796	814	769	708	318	1 730	228	2 386	1 780	289	278	1 068	491	314	382	14 684
	Sub-total		1 335	-	1 796	814	769	708	318	1 730	228	2 386	1 780	289	278	1 068	491	314	382	14 684
	EdUHK	Full-time	-	-	-	20	61	172	65	-	-	26	426	-	-	898	130	323	1 058	3 178
		Part-time	-	-	-	1	3	13	14	-	-	1	24	-	-	91	7	28	821	1 003
	Sub-total		-	-	-	21	64	185	80	-	-	27	450	-	-	989	136	350	1 878	4 181
	PolyU	Full-time	-	-	2 943	139	503	115	625	2 970	524	2 984	378	-	-	428	28	933	-	12 569
	Sub-total		-	-	2 943	139	503	115	625	2 970	524	2 984	378	-	-	428	28	933	-	12 569
	HKUST	Full-time	-	-	-	420	918	519	389	2 571	-	2 520	489	-	-	37	61	-	-	7 924
	Sub-total		-	-	-	420	918	519	389	2 571	-	2 520	489	-	-	37	61	-	-	7 924
	HKU	Full-time	1 295	338	1 594	624	541	595	240	1 973	577	1 106	1 802	678	118	1 094	504	131	474	13 685
	Sub-total		1 295	338	1 594	624	541	595	240	1 973	577	1 106	1 802	678	118	1 094	504	131	474	13 685
Total			2 630	338	6 673	2 428	3 774	2 510	2 768	11 298	1 567	14 464	8 063	1 177	1 311	5 384	2 385	2 682	3 168	72 619

**Approved Student Number Targets of UGC-funded Taught Postgraduate Programmes
by University, Mode of Study and Academic Programme Category, 2012/13 to 2016/17 Academic Years**

(full-time equivalent)

Academic Year	University	Mode of Study	Academic Programme Category																	
			med	dent	health	bio sci	phys sci	math sci	cmp/it	eng/tec	arch/tp	bus/man	soc sci	law	commu	lang	hum	art & d	edu	Total
2012/13	CityU	Full-time	-	-	-	-	-	-	-	-	-	-	-	53	-	-	-	-	-	53
	Sub-total		-	-	-	-	-	-	-	-	-	-	-	53	-	-	-	-	-	53
	HKBU	Full-time	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	10	10
		Part-time	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	243	243
	Sub-total		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	253	253
	CUHK	Full-time	-	-	-	-	-	-	-	-	80	-	31	36	-	-	-	-	238	385
		Part-time	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	355	355
	Sub-total		-	-	-	-	-	-	-	-	80	-	31	36	-	-	-	-	593	740
	EdUHK	Full-time	-	-	-	3	4	10	1	-	-	1	5	-	-	37	4	7	71	142
		Part-time	-	-	-	5	9	51	8	-	-	3	7	-	-	57	6	5	157	308
	Sub-total		-	-	-	8	13	61	8	-	-	4	12	-	-	94	10	12	228	450
	PolyU	Full-time	-	-	-	-	-	-	-	-	-	-	15	-	-	-	-	-	-	15
	Sub-total		-	-	-	-	-	-	-	-	-	-	15	-	-	-	-	-	-	15
	HKU	Full-time	3	-	8	-	-	-	-	-	218	-	44	130	-	-	-	-	101	504
Part-time		-	-	-	-	-	-	-	-	-	-	-	7	-	-	-	-	260	267	
Sub-total		3	-	8	-	-	-	-	-	218	-	44	137	-	-	-	-	361	771	
Total			3	-	8	8	13	61	8	-	298	4	102	226	-	94	10	12	1 435	2 281
2013/14	CityU	Full-time	-	-	-	-	-	-	-	-	-	-	-	53	-	-	-	-	-	53
	Sub-total		-	-	-	-	-	-	-	-	-	-	-	53	-	-	-	-	-	53
	HKBU	Full-time	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	10	10
		Part-time	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	225	225
	Sub-total		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	235	235
	CUHK	Full-time	-	-	-	-	-	-	-	-	80	-	38	36	-	-	-	-	188	342
		Part-time	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	370	370
	Sub-total		-	-	-	-	-	-	-	-	80	-	38	36	-	-	-	-	558	712
	EdUHK	Full-time	-	-	-	3	4	10	1	-	-	1	5	-	-	37	4	7	71	142
		Part-time	-	-	-	4	7	48	7	-	-	3	6	-	-	51	5	4	149	285
	Sub-total		-	-	-	7	11	58	8	-	-	4	11	-	-	88	9	11	220	427
	PolyU	Full-time	-	-	-	-	-	-	-	-	-	-	15	-	-	-	-	-	-	15
Sub-total		-	-	-	-	-	-	-	-	-	-	15	-	-	-	-	-	-	15	

Academic Year	University	Mode of Study	Academic Programme Category																	
			med	dent	health	bio sci	phys sci	math sci	cmp/it	eng/tec	arch/tp	bus/man	soc sci	law	commu	lang	hum	art & d	edu	Total
	HKU	Full-time	3	-	8	-	-	-	-	-	218	-	44	130	-	-	-	-	101	504
		Part-time	-	-	-	-	-	-	-	-	-	-	-	7	-	-	-	-	240	247
	Sub-total		3	-	8	-	-	-	-	-	218	-	44	137	-	-	-	-	341	751
Total			3	-	8	7	11	58	8	-	298	4	108	226	-	88	9	11	1 354	2 193
2014/15	CityU	Full-time	-	-	-	-	-	-	-	-	-	-	-	53	-	-	-	-	-	53
	Sub-total		-	-	-	-	-	-	-	-	-	-	-	53	-	-	-	-	-	53
	HKBU	Full-time	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	10	10
		Part-time	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	225	225
	Sub-total		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	235	235
	CUHK	Full-time	-	-	-	-	-	-	-	-	80	-	38	36	-	-	-	-	188	342
		Part-time	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	370	370
	Sub-total		-	-	-	-	-	-	-	-	80	-	38	36	-	-	-	-	558	712
	EdUHK	Full-time	-	-	-	3	4	10	1	-	-	1	5	-	-	37	4	7	71	142
		Part-time	-	-	-	4	7	48	7	-	-	3	6	-	-	51	5	4	149	285
	Sub-total		-	-	-	7	11	58	8	-	-	3	11	-	-	88	9	11	220	427
	PolyU	Full-time	-	-	-	-	-	-	-	-	-	-	15	-	-	-	-	-	-	15
	Sub-total		-	-	-	-	-	-	-	-	-	-	15	-	-	-	-	-	-	15
	HKU	Full-time	3	-	8	-	-	-	-	-	218	-	44	130	-	-	-	-	101	504
		Part-time	-	-	-	-	-	-	-	-	-	-	-	7	-	-	-	-	240	247
Sub-total		3	-	8	-	-	-	-	-	218	-	44	137	-	-	-	-	341	751	
Total			3	-	8	7	11	58	8	-	298	3	108	226	-	88	9	11	1 354	2 193
2015/16	CityU	Full-time	-	-	-	-	-	-	-	-	-	-	-	53	-	-	-	-	-	53
	Sub-total		-	-	-	-	-	-	-	-	-	-	-	53	-	-	-	-	-	53
	HKBU	Full-time	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	10	10
		Part-time	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	225	225
	Sub-total		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	235	235
	CUHK	Full-time	-	-	-	-	-	-	-	-	80	-	38	36	-	-	-	-	188	342
		Part-time	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	370	370
	Sub-total		-	-	-	-	-	-	-	-	80	-	38	36	-	-	-	-	558	712
	EdUHK	Full-time	-	-	-	1	4	11	0	-	-	-	15	-	-	30	2	10	68	142
		Part-time	-	-	-	3	9	17	5	-	-	3	24	-	-	44	3	0	177	285
Sub-total		-	-	-	5	14	28	5	-	-	3	39	-	-	74	5	10	245	427	

Academic Year	University	Mode of Study	Academic Programme Category																	
			med	dent	health	bio sci	phys sci	math sci	cmp/it	eng/tec	arch/tp	bus/man	soc sci	law	commu	lang	hum	art & d	edu	Total
	PolyU	Full-time	-	-	-	-	-	-	-	-	-	-	15	-	-	-	-	-	-	15
	Sub-total		-	-	-	-	-	-	-	-	-	-	15	-	-	-	-	-	-	15
	HKU	Full-time	3	-	8	-	-	-	-	-	218	-	44	130	-	-	-	-	101	504
		Part-time	-	-	-	-	-	-	-	-	-	-	-	7	-	-	-	-	240	247
	Sub-total		3	-	8	-	-	-	-	-	218	-	44	137	-	-	-	-	341	751
Total			3	-	8	5	14	28	5	-	298	3	136	226	-	74	5	10	1 379	2 193
2016/17	CityU	Full-time	-	-	-	-	-	-	-	-	-	-	-	71	-	-	-	-	-	71
	Sub-total		-	-	-	-	-	-	-	-	-	-	-	71	-	-	-	-	-	71
	HKBU	Full-time	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	10	10
		Part-time	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	173	173
	Sub-total		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	183	183
	CUHK	Full-time	-	-	-	-	-	-	-	-	80	-	38	51	-	-	-	-	196	365
		Part-time	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	302	302
	Sub-total		-	-	-	-	-	-	-	-	80	-	38	51	-	-	-	-	498	667
	EdUHK	Full-time	-	-	-	1	3	10	1	-	-	-	18	-	-	30	1	11	84	159
		Part-time	-	-	-	2	5	11	6	-	-	-	22	-	-	31	1	0	166	243
	Sub-total		-	-	-	2	7	22	6	-	-	-	40	-	-	61	2	12	249	402
	PolyU	Full-time	-	-	-	-	-	-	-	-	-	-	15	-	-	-	-	-	-	15
	Sub-total		-	-	-	-	-	-	-	-	-	-	15	-	-	-	-	-	-	15
	HKU	Full-time	3	-	8	-	-	-	-	-	218	-	44	174	-	-	-	-	100	547
		Part-time	-	-	-	-	-	-	-	-	-	-	-	7	-	-	-	-	194	201
Sub-total		3	-	8	-	-	-	-	-	218	-	44	181	-	-	-	-	294	748	
Total			3	-	8	2	7	22	6	-	298	-	137	303	-	61	2	12	1 223	2 085

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 universities admitted two cohorts of undergraduate students under the old and new academic structures in the 2012/13 academic year.
3. ‘-’ denotes ‘nil’.
4. ‘0’ denotes magnitude of less than 0.5.

Abbreviations for university:

CityU	City University of Hong Kong
LU	Lingnan University
EdUHK	The Education University of Hong Kong
HKUST	The Hong Kong University of Science and Technology

HKBU	Hong Kong Baptist University
CUHK	The Chinese University of Hong Kong
PolyU	The Hong Kong Polytechnic University
HKU	The University of Hong Kong

Abbreviations for APC:

med	Medicine
health	Studies Allied to Medicine and Health
phys sci	Physical Sciences
cmp/it	Computer Science and Information Technology
arch/tp	Architecture and Town Planning
soc sci	Social Sciences
commu	Mass Communication and Documentation
hum	Humanities
edu	Education

dent	Dentistry
bio sci	Biological Sciences
math sci	Mathematical Sciences
eng/tec	Engineering and Technology
bus/man	Business and Management Studies
law	Law
lang	Languages and Related Studies
art & d	Arts, Design and Performing Arts

- End -

CONTROLLING OFFICER'S REPLY

EDB762

(Question Serial No. 3973)

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 list by academic programme category (Medicine, Dentistry, Biological Sciences, Natural Sciences, Mathematical Sciences, Computer Science and Information Technology, Engineering and Technology, Architecture and Town Planning, Business and Management Studies, Social Sciences, Law, Mass Communication & Documentation, Languages & Related Studies, Humanities, Arts, Design & Performing Arts, and Education) the numbers of local, Mainland and other non-Local students admitted to First-Year-First-Degree programmes offered by various University Grants Committee (UGC)-funded institutions and UGC-funded full-time undergraduate programmes for articulation from sub-degree/higher diploma programmes for the past 3 years.

Asked by: Hon YEUNG Alvin (Member Question No. 48)

Reply:

The numbers of local students, and non-local students from the Mainland of China and from the rest of the world admitted to University Grants Committee (UGC)-funded First-Year-First-Degree programmes and senior year places of full time undergraduate programmes of UGC-funded universities by university and academic programme category for 2014/15 to 2016/17 academic years are set out at **Annex A** and **Annex B** respectively.

**Number of Students Admitted to UGC-funded First-year-First-degree Programmes
by University, Place of Origin and Academic Programme Category, 2014/15 to 2016/17 Academic Years**

(Headcount)

Academic Year	University	Place of Origin	Academic Programme Category																		Total
			med	dent	health	bio sci	phys sci	math sci	cmp/it	eng/ tec	arch/ tp	bus/ man	soc sci	law	commu	lang	hum	art & d	edu		
2014/15	CityU	Local students	-	-	5	37	126	49	178	450	25	698	253	47	34	98	19	91	-	2 112	
		The Mainland of China	-	-	0	6	19	7	14	37	2	70	20	5	3	8	2	9	-	203	
		The rest of the world	-	-	1	3	9	2	15	32	2	64	11	2	1	3	0	9	-	151	
	Sub-total		-	-	6	46	154	58	206	519	29	832	284	54	38	109	21	109	-	2 466	
	HKBU	Local students	-	-	32	42	66	42	34	-	-	213	232	-	139	103	126	88	82	1 199	
		The Mainland of China	-	-	12	12	19	12	10	-	-	44	29	-	31	10	13	5	-	197	
		The rest of the world	-	-	1	0	1	0	0	-	-	2	-	-	1	-	-	-	-	6	
	Sub-total		-	-	45	55	86	54	44	-	-	259	261	-	171	113	138	93	82	1 402	
	LU	Local students	-	-	-	-	-	-	-	-	-	171	124	-	-	131	118	-	-	544	
		The Mainland of China	-	-	-	-	-	-	-	-	-	17	9	-	-	5	5	-	-	36	
		The rest of the world	-	-	-	-	-	-	-	-	-	2	1	-	-	1	1	-	-	5	
	Sub-total		-	-	-	-	-	-	-	-	-	190	134	-	-	137	124	-	-	585	
	CUHK	Local students	220	-	307	155	150	198	66	371	49	531	389	64	60	246	111	71	64	3 052	
		The Mainland of China	5	-	-	18	18	20	9	51	7	125	45	4	7	4	8	1	-	323	
		The rest of the world	1	-	2	7	6	6	4	23	3	49	29	1	2	1	17	1	-	151	
	Sub-total		226	-	309	180	175	224	79	445	59	706	464	69	69	251	135	72	64	3 526	
	EdUHK	Local students	-	-	-	6	17	41	15	-	-	-	71	-	-	170	43	70	237	668	
		The Mainland of China	-	-	-	1	2	3	3	-	-	-	15	-	-	22	5	3	24	77	
		The rest of the world	-	-	-	0	0	0	0	-	-	-	0	-	-	3	0	0	2	6	
	Sub-total		-	-	-	6	19	43	17	-	-	-	86	-	-	195	49	72	264	751	
	PolyU	Local students	-	-	609	30	89	23	131	530	100	544	73	-	-	90	-	125	-	2 343	
		The Mainland of China	-	-	1	7	11	3	11	88	5	158	2	-	-	11	-	3	-	301	
		The rest of the world	-	-	4	1	5	0	7	23	1	70	3	-	-	2	-	3	-	119	
	Sub-total		-	-	614	38	105	26	149	641	106	773	77	-	-	103	-	131	-	2 763	
	HKUST	Local students	-	-	-	85	256	85	101	551	-	570	137	-	-	9	14	-	-	1 807	
		The Mainland of China	-	-	-	8	24	8	10	51	-	52	13	-	-	1	2	-	-	168	
		The rest of the world	-	-	-	9	26	9	13	65	-	66	15	-	-	1	1	-	-	204	
Sub-total		-	-	-	102	306	102	124	667	-	688	165	-	-	10	17	-	-	2 179		
HKU	Local students	207	47	322	140	118	136	31	486	151	289	432	164	23	254	120	31	73	3 024		
	The Mainland of China	1	1	1	17	14	25	4	61	16	79	94	7	4	11	6	1	-	341		

Academic Year	University	Place of Origin	Academic Programme Category																	
			med	dent	health	bio sci	phys sci	math sci	cmp/it	eng/ tec	arch/ tp	bus/ man	soc sci	law	commu	lang	hum	art & d	edu	Total
		The rest of the world	-	3	3	11	9	12	2	49	10	51	87	6	7	13	6	2	4	272
	Sub-total		208	51	326	168	141	173	37	596	177	419	612	176	34	277	132	34	77	3 637
Total			434	51	1 300	594	986	680	657	2 867	372	3 867	2 082	299	312	1 195	615	511	487	17 309
2015/16	CityU	Local students	-	-	6	35	121	44	178	455	31	716	248	49	36	97	18	97	-	2 13
		The Mainland of China	-	-	0	2	7	15	17	40	5	71	22	5	3	9	2	7	-	206
		The rest of the world	-	-	0	1	4	0	6	10	-	45	9	1	5	1	0	9	-	92
	Sub-total		-	-	7	38	131	59	201	506	36	833	279	55	44	107	20	113	-	2 429
	HKBU	Local students	-	-	52	43	59	39	45	-	-	209	237	-	146	103	127	91	85	1 235
		The Mainland of China	-	-	8	12	17	11	13	-	-	47	23	-	34	9	10	5	1	192
		The rest of the world	-	-	-	-	-	-	-	-	-	4	1	-	-	-	-	-	-	5
	Sub-total		-	-	60	55	76	50	58	-	-	261	260	-	180	112	137	96	86	1 432
	LU	Local students	-	-	-	-	-	-	-	-	-	174	117	-	-	127	114	-	-	532
		The Mainland of China	-	-	-	-	-	-	-	-	-	16	11	-	-	8	8	-	-	43
		The rest of the world	-	-	-	-	-	-	-	-	-	2	5	-	-	-	-	-	-	7
	Sub-total		-	-	-	-	-	-	-	-	-	192	133	-	-	135	122	-	-	582
	CUHK	Local students	225	-	311	169	149	195	64	364	48	519	375	68	62	247	107	74	71	3 048
		The Mainland of China	1	-	4	20	21	16	8	48	6	128	47	2	8	6	7	1	-	324
		The rest of the world	1	-	-	7	8	12	6	33	6	67	26	1	6	2	14	-	-	187
	Sub-total		227	-	315	197	178	223	79	444	60	713	448	71	76	255	128	75	71	3 559
	EdUHK	Local students	-	-	-	7	20	32	12	-	-	13	58	-	-	189	35	63	205	632
		The Mainland of China	-	-	-	1	2	2	2	-	-	1	12	-	-	26	3	5	21	73
		The rest of the world	-	-	-	0	0	0	0	-	-	0	1	-	-	2	0	0	1	5
	Sub-total		-	-	-	7	22	34	13	-	-	13	71	-	-	216	39	68	227	710
	PolyU	Local students	-	-	601	31	93	22	131	529	101	546	70	-	-	92	-	125	-	2 341
		The Mainland of China	-	-	-	5	19	1	19	74	12	139	1	-	-	11	-	2	-	284
		The rest of the world	-	-	3	1	5	0	9	43	6	78	1	-	-	4	-	2	-	152
	Sub-total		-	-	604	37	117	24	159	646	119	763	72	-	-	107	-	130	-	2 777
	HKUST	Local students	-	-	-	91	275	92	109	595	-	582	140	-	-	9	15	-	-	1 908
		The Mainland of China	-	-	-	8	25	8	10	48	-	48	12	-	-	1	1	-	-	162
		The rest of the world	-	-	-	10	29	10	16	80	-	75	16	-	-	0	1	-	-	237
	Sub-total		-	-	-	109	329	110	135	724	-	705	168	-	-	10	17	-	-	2 307
	HKU	Local students	204	52	320	139	117	125	30	511	154	283	422	168	17	251	123	30	75	3 021
		The Mainland of China	1	1	-	20	16	29	2	64	15	80	87	6	3	11	5	1	-	340
		The rest of the world	2	1	4	10	8	8	4	70	8	45	69	4	11	6	3	1	1	253
	Sub-total		207	54	324	168	141	163	36	645	177	407	578	177	31	267	131	33	76	3 614

Academic Year	University	Place of Origin	Academic Programme Category																	
			med	dent	health	bio sci	phys sci	math sci	cmp/it	eng/ tec	arch/ tp	bus/ man	soc sci	law	commu	lang	hum	art & d	edu	Total
Total			434	54	1 310	611	994	663	680	2 964	392	3 887	2 009	303	331	1 210	594	515	460	17 410
2016/17 (provisional)	CityU	Local students	-	-	36	42	134	73	219	431	-	673	226	56	47	85	39	92	-	2 152
		The Mainland of China	-	-	0	1	7	17	26	45	-	67	15	4	8	13	3	10	-	215
		The rest of the world	-	-	4	1	9	2	17	33	-	50	16	-	7	5	-	10	-	153
	Sub-total		-	-	40	45	149	91	262	509	-	789	257	60	62	103	42	112	-	2 520
	HKBU	Local students	-	-	50	40	48	36	47	-	-	205	229	-	116	96	111	97	107	1 182
		The Mainland of China	-	-	7	11	13	9	12	-	-	40	26	-	27	8	12	4	-	169
		The rest of the world	-	-	2	0	1	0	1	-	-	4	0	-	3	-	-	-	-	11
	Sub-total		-	-	59	51	61	46	60	-	-	249	256	-	146	103	123	101	107	1 362
	LU	Local students	-	-	-	-	-	-	-	-	-	171	120	-	-	116	113	-	-	520
		The Mainland of China	-	-	-	-	-	-	-	-	-	2	3	-	-	3	4	-	-	11
		The rest of the world	-	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	2
	Sub-total		-	-	-	-	-	-	-	-	-	175	123	-	-	119	117	-	-	533
	CUHK	Local students	270	-	309	166	179	207	65	365	59	529	419	94	69	261	120	71	56	3 236
		The Mainland of China	8	-	-	18	20	15	9	50	7	136	52	7	8	6	11	2	-	349
		The rest of the world	3	-	1	12	9	11	6	33	4	96	23	4	2	3	11	1	-	218
	Sub-total		281	-	310	196	208	233	79	447	70	761	494	105	79	270	141	74	56	3 803
	EdUHK	Local students	-	-	-	9	26	27	16	-	-	15	64	-	-	197	33	45	188	619
		The Mainland of China	-	-	-	1	3	4	1	-	-	1	13	-	-	30	4	4	24	85
		The rest of the world	-	-	-	0	0	0	0	-	-	0	2	-	-	3	1	0	2	8
	Sub-total		-	-	-	10	29	30	17	-	-	16	78	-	-	230	38	49	214	712
	PolyU	Local students	-	-	667	26	88	22	126	544	93	510	69	-	-	86	-	118	-	2 350
		The Mainland of China	-	-	1	7	13	3	25	90	9	149	1	-	-	5	-	4	-	306
The rest of the world		-	-	3	2	9	2	13	44	1	92	1	-	-	10	-	12	-	188	
Sub-total		-	-	671	35	109	27	164	678	103	751	71	-	-	101	-	134	-	2 844	
HKUST	Local students	-	-	-	113	315	119	104	590	-	567	125	-	-	9	15	-	-	1 956	
	The Mainland of China	-	-	-	10	25	11	10	48	-	51	14	-	-	1	2	-	-	171	
	The rest of the world	-	-	-	13	36	12	10	51	-	68	15	-	-	1	2	-	-	209	
Sub-total		-	-	-	136	375	142	124	689	-	686	154	-	-	11	18	-	-	2 336	
HKU	Local students	238	70	322	134	118	111	28	509	158	276	419	166	19	242	118	29	73	3 029	
	The Mainland of China	-	1	2	22	19	35	4	66	16	83	83	6	3	14	7	2	1	364	
	The rest of the world	1	3	10	16	14	15	8	101	14	56	70	1	4	5	2	1	2	323	
Sub-total		239	74	334	173	150	161	40	676	188	415	572	172	26	261	127	32	76	3 716	
Total			520	74	1 414	646	1 081	730	747	2 999	361	3 841	2 006	337	312	1 198	605	501	453	17 826

Notes:

1. The place of origin of non-local students is determined having regard to their nationality.
2. 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.
3. '-' denotes nil.
4. '0' denotes magnitude of less than 0.5.

Abbreviations for university:

CityU	City University of Hong Kong	HKBU	Hong Kong Baptist University
LU	Lingnan University	CUHK	The Chinese University of Hong Kong
EdUHK	The Education University of Hong Kong	PolyU	The Hong Kong Polytechnic University
HKUST	The Hong Kong University of Science and Technology	HKU	The University of Hong Kong

Abbreviations for APC:

med	Medicine	dent	Dentistry
health	Studies Allied to Medicine and Health	bio sci	Biological Sciences
phys sci	Physical Sciences	math sci	Mathematical Sciences
cmp/it	Computer Science and Information Technology	eng/tec	Engineering and Technology
arch/tp	Architecture and Town Planning	bus/man	Business and Management Studies
soc sci	Social Sciences	law	Law
commu	Mass Communication and Documentation	lang	Languages and Related Studies
hum	Humanities	art & d	Arts, Design and Performing Arts
edu	Education		

Annex B

**Number of Students Admitted to UGC-funded Senior Year Places of Full-time UGC-funded Undergraduate Programmes
by University, Place of Origin and Academic Programme Category, 2014/15 to 2016/17 Academic Years**

(Headcount)

Academic Year	University	Place of Origin	Academic Programme Category																	
			med	dent	health	bio sci	phys sci	math sci	cmp/it	eng/ tec	arch/ tp	bus/ man	soc sci	law	commu	lang	hum	art & d	edu	Total
2014/15	CityU	Local students	-	-	0	11	34	3	46	135	67	361	314	-	67	171	20	68	-	1 297
		The rest of the world	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	1
	Sub-total		-	-	0	11	34	3	46	135	67	361	315	-	67	171	20	68	-	1 298
	HKBU	Local students	-	-	-	10	10	7	31	-	-	87	56	-	63	32	32	43	20	391
		The Mainland of China	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	1
		The rest of the world	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	1
	Sub-total		-	-	-	10	10	7	31	-	-	88	57	-	63	32	32	43	20	393
	LU	Local students	-	-	-	-	-	-	-	-	-	44	28	-	-	32	20	-	-	124
	Sub-total		-	-	-	-	-	-	-	-	-	44	28	-	-	32	20	-	-	124
	CUHK	Local students	-	-	108	20	38	10	2	15	-	21	61	-	4	35	28	25	18	384
	Sub-total		-	-	108	20	38	10	2	15	-	21	61	-	4	35	28	25	18	384
	EdUHK	Local students	-	-	-	1	3	1	1	-	-	-	20	-	-	10	9	19	15	79
		The Mainland of China	-	-	-	0	0	0	0	-	-	-	1	-	-	0	0	0	0	1
	Sub-total		-	-	-	1	3	1	1	-	-	-	20	-	-	11	9	19	15	80
	PolyU	Local students	-	-	40	16	74	20	55	391	45	460	75	-	-	39	13	216	-	1 444
		The Mainland of China	-	-	-	-	-	-	0	-	-	3	0	-	-	0	1	1	-	5
	Sub-total		-	-	40	16	74	20	55	391	45	463	75	-	-	39	14	217	-	1 449
	HKUST	Local students	-	-	-	9	8	3	23	58	-	-	-	-	-	-	-	-	-	100
	Sub-total		-	-	-	9	8	3	23	58	-	-	-	-	-	-	-	-	-	100
	HKU	Local students	-	-	25	28	23	15	9	34	-	10	51	-	-	30	14	4	41	285
	Sub-total		-	-	25	28	23	15	9	34	-	10	51	-	-	30	14	4	41	285
Total			-	-	173	95	190	59	166	633	112	988	608	-	134	349	137	375	94	4 113
2015/16	CityU	Local students	-	-	24	6	40	2	48	117	68	378	299	-	82	188	20	74	-	1 347
	Sub-total		-	-	24	6	40	2	48	117	68	378	299	-	82	188	20	74	-	1 347
	HKBU	Local students	-	-	-	12	20	12	40	-	-	86	61	-	66	35	34	50	22	438
		The Mainland of China	-	-	-	-	-	-	1	-	-	7	-	-	-	-	2	-	-	10
	Sub-total		-	-	-	12	20	12	41	-	-	93	61	-	66	35	36	50	22	448
	LU	Local students	-	-	-	-	-	-	-	-	-	49	33	-	-	29	17	-	-	128
		The Mainland of China	-	-	-	-	-	-	-	-	-	1	-	-	-	1	1	-	-	3
Sub-total		-	-	-	-	-	-	-	-	-	50	33	-	-	30	18	-	-	131	

Academic Year	University	Place of Origin	Academic Programme Category																	
			med	dent	health	bio sci	phys sci	math sci	cmp/it	eng/ tec	arch/ tp	bus/ man	soc sci	law	commu	lang	hum	art & d	edu	Total
	CUHK	Local students	-	-	112	19	37	10	7	17	-	20	80	-	3	27	29	24	18	402
	Sub-total		-	-	112	19	37	10	7	17	-	20	80	-	3	27	29	24	18	402
	EdUHK	Local students	-	-	-	2	5	0	1	-	-	1	21	-	-	13	11	18	10	80
	Sub-total		-	-	-	2	5	0	1	-	-	1	21	-	-	13	11	18	10	80
	PolyU	Local students	-	-	40	12	88	24	61	442	47	460	79	-	-	41	14	216	-	1 523
	Sub-total		-	-	40	12	88	24	61	442	47	460	79	-	-	41	14	216	-	1 523
	HKUST	Local students	-	-	-	7	6	-	24	64	-	18	4	-	-	-	-	-	-	122
	Sub-total		-	-	-	7	6	-	24	64	-	18	4	-	-	-	-	-	-	122
	HKU	Local students	0	-	25	28	23	16	6	33	-	4	50	-	-	33	16	4	50	288
Sub-total		0	-	25	28	23	16	6	33	-	4	50	-	-	33	16	4	50	288	
Total			0	-	201	86	219	64	187	673	115	1 023	626	-	151	366	143	386	99	4 341
2016/17 (provisional)	CityU	Local students	-	-	23	9	43	3	58	107	68	394	322	-	53	171	41	73	-	1 363
	Sub-total		-	-	23	9	43	3	58	107	68	394	322	-	53	171	41	73	-	1 363
	HKBU	Local students	-	-	-	15	19	16	36	-	-	99	78	-	71	41	48	65	18	506
		The Mainland of China	-	-	-	-	-	-	-	-	-	6	2	-	2	1	2	1	-	14
		The rest of the world	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	1
	Sub-total		-	-	-	15	19	16	37	-	-	105	80	-	73	42	50	66	18	521
	LU	Local students	-	-	-	-	-	-	-	-	-	50	27	-	-	33	19	-	-	129
		The Mainland of China	-	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	2
	Sub-total		-	-	-	-	-	-	-	-	-	52	27	-	-	33	19	-	-	131
	CUHK	Local students	-	-	113	18	36	9	6	12	-	18	71	-	6	29	28	18	38	402
	Sub-total		-	-	113	18	36	9	6	12	-	18	71	-	6	29	28	18	38	402
	EdUHK	Local students	-	-	-	2	6	1	1	-	-	1	35	-	-	38	14	37	18	154
		The Mainland of China	-	-	-	0	0	0	0	-	-	0	0	-	-	1	0	0	0	1
	Sub-total		-	-	-	2	6	1	1	-	-	1	36	-	-	39	14	37	18	155
	PolyU	Local students	-	-	52	14	87	15	61	493	76	440	60	-	-	50	14	214	-	1 574
	Sub-total		-	-	52	14	87	15	61	493	76	440	60	-	-	50	14	214	-	1 574
	HKUST	Local students	-	-	-	9	9	3	22	68	-	43	9	-	-	-	-	-	-	163
	Sub-total		-	-	-	9	9	3	22	68	-	43	9	-	-	-	-	-	-	163
	HKU	Local students	0	-	25	32	26	17	6	32	-	9	50	-	-	32	15	4	80	328
	Sub-total		0	-	25	32	26	17	6	32	-	9	50	-	-	32	15	4	80	328
Total			0	-	213	99	226	64	190	711	144	1 062	654	-	132	396	181	412	153	4 637

Notes:

1. The place of origin of non-local students is determined having regard to their nationality.

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commu	Mass Communication and Documentation	lang	Languages and Related Studies
hum	Humanities	art & d	Arts, Design and Performing Arts
edu	Education		

- End -

CONTROLLING OFFICER'S REPLY

EDB763

(Question Serial No. 3974)

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 list by academic programme category (Medicine, Dentistry, Biological Sciences, Natural Sciences, Mathematical Sciences, Computer Science and Information Technology, Engineering and Technology, Architecture and Town Planning, Business and Management Studies, Social Sciences, Law, Mass Communication & Documentation, Languages & Related Studies, Humanities, Arts, Design & Performing Arts, and Education) the numbers of local students admitted to full-time First-Year-First-Degree programmes offered by various University Grants Committee (UGC)-funded institutions through the Joint University Programmes Admission System (JUPAS) and non-JUPAS routes (such as International Baccalaureate (IB) programmes or other overseas public examinations) for the past 3 years.

Asked by: Hon YEUNG Alvin (Member Question No. 50)

Reply:

The number of local students admitted to the University Grants Committee (UGC)-funded First-Year-First-Degree (FYFD) places by university, academic programme category (APC) and admission route for 2014/15 to 2016/17 academic years is set out below.

**Number of Students Admitted to UGC-funded First-Year-First-Degree Programmes
by University, Academic Programme Category and Admission Route, 2014/15 to 2016/17 Academic Years**

Academic Year	University	Academic Programme Category	JUPAS	Non-JUPAS			Total
				Major Overseas Qualification ⁽³⁾	Sub-degree Qualification ⁽⁴⁾	Others ⁽⁵⁾	
2014/15	CityU	Studies Allied to Medicine and Health	5	0	1	-	6
		Biological Sciences	30	1	6	0	37
		Physical Sciences	103	2	20	1	126
		Mathematical Sciences	37	2	10	0	49
		Computer Science and Information Technology	139	2	35	2	178
		Engineering and Technology	358	6	87	-	450
		Architecture and Town Planning	24	0	1	-	25
		Business and Management Studies	530	8	133	27	698
		Social Sciences	191	8	54	1	253
		Law	33	14	-	-	47
		Mass Communication and Documentation	28	0	4	2	34
		Languages and Related Studies	76	3	19	0	98
		Humanities	15	0	2	2	19
		Arts, Design and Performing Arts	70	2	15	4	91
	Sub-total		1 639	48	385	40	2 112
	HKBU	Studies Allied to Medicine and Health	29	1	2	-	32
		Biological Sciences	41	-	0	1	42
		Physical Sciences	65	-	0	1	66
		Mathematical Sciences	41	-	0	1	42
		Computer Science and Information Technology	33	-	0	1	34
		Business and Management Studies	184	3	9	16	213
		Social Sciences	194	3	20	15	232
		Mass Communication and Documentation	135	-	-	4	139
		Languages and Related Studies	95	3	5	-	103
		Humanities	113	3	5	4	126
		Arts, Design and Performing Arts	62	3	13	10	88
		Education	68	1	6	7	82
	Sub-total		1 061	17	61	60	1 199
	LU	Business and Management Studies	163	3	5	-	171

Academic Year	University	Academic Programme Category	JUPAS	Non-JUPAS			Total
				Major Overseas Qualification ⁽³⁾	Sub-degree Qualification ⁽⁴⁾	Others ⁽⁵⁾	
		Social Sciences	119	1	2	2	124
		Languages and Related Studies	128	1	2	-	131
		Humanities	116	1	1	-	118
	Sub-total		526	6	10	2	544
	CUHK	Medicine	127	79	2	12	220
		Studies Allied to Medicine and Health	256	28	18	5	307
		Biological Sciences	145	9	1	-	155
		Physical Sciences	140	8	1	1	150
		Mathematical Sciences	184	12	2	-	198
		Computer Science and Information Technology	51	3	12	-	66
		Engineering and Technology	287	19	66	-	371
		Architecture and Town Planning	37	11	0	0	49
		Business and Management Studies	449	71	6	6	531
		Social Sciences	345	25	15	4	389
		Law	46	18	-	-	64
		Mass Communication and Documentation	55	5	0	0	60
		Languages and Related Studies	238	4	1	3	246
		Humanities	105	4	2	1	111
		Arts, Design and Performing Arts	62	3	3	2	71
		Education	62	-	1	2	64
	Sub-total		2 588	300	128	36	3 052
	EdUHK	Biological Sciences	5	0	1	0	6
		Physical Sciences	14	0	2	0	17
		Mathematical Sciences	37	0	3	1	41
		Computer Science and Information Technology	12	0	2	1	15
		Social Sciences	61	0	9	1	71
		Languages and Related Studies	144	1	23	2	170
		Humanities	36	0	6	1	43
		Arts, Design and Performing Arts	43	1	24	2	70
		Education	195	1	37	4	237
	Sub-total		547	3	107	11	668
	PolyU	Studies Allied to Medicine and Health	530	28	36	15	609
		Biological Sciences	27	-	3	-	30

Academic Year	University	Academic Programme Category	JUPAS	Non-JUPAS			Total
				Major Overseas Qualification ⁽³⁾	Sub-degree Qualification ⁽⁴⁾	Others ⁽⁵⁾	
		Physical Sciences	80	1	8	-	89
		Mathematical Sciences	21	0	1	-	23
		Computer Science and Information Technology	105	1	25	-	131
		Engineering and Technology	443	15	72	-	530
		Architecture and Town Planning	93	6	1	-	100
		Business and Management Studies	451	21	63	9	544
		Social Sciences	60	0	12	0	73
		Languages and Related Studies	68	5	13	4	90
		Arts, Design and Performing Arts	91	6	25	3	125
	Sub-total		1 970	83	259	31	2 343
	HKUST	Biological Sciences	78	6	1	0	85
		Physical Sciences	233	17	5	1	256
		Mathematical Sciences	78	6	1	0	85
		Computer Science and Information Technology	95	5	1	-	101
		Engineering and Technology	475	26	50	-	551
		Business and Management Studies	499	71	-	-	570
		Social Sciences	122	15	-	-	137
		Languages and Related Studies	8	0	-	-	9
		Humanities	14	1	-	-	14
	Sub-total		1 601	147	57	2	1 807
	HKU	Medicine	158	48	-	1	207
		Dentistry	39	8	-	-	47
		Studies Allied to Medicine and Health	225	12	82	3	322
		Biological Sciences	119	11	10	0	140
		Physical Sciences	101	8	8	-	118
		Mathematical Sciences	115	17	4	0	136
		Computer Science and Information Technology	23	4	4	-	31
		Engineering and Technology	356	26	103	-	486
		Architecture and Town Planning	121	29	1	-	151
		Business and Management Studies	237	50	2	0	289
		Social Sciences	333	84	13	1	432
		Law	139	26	-	-	164
		Mass Communication and Documentation	12	11	-	-	23

Academic Year	University	Academic Programme Category	JUPAS	Non-JUPAS			Total
				Major Overseas Qualification ⁽³⁾	Sub-degree Qualification ⁽⁴⁾	Others ⁽⁵⁾	
		Languages and Related Studies	211	16	27	-	254
		Humanities	103	7	10	-	120
		Arts, Design and Performing Arts	26	2	3	-	31
		Education	52	8	12	1	73
	Sub-total		2 370	368	279	7	3 024
	All Universities	Medicine	285	127	2	13	427
		Dentistry	39	8	-	-	47
		Studies Allied to Medicine and Health	1 045	69	139	23	1 276
		Biological Sciences	444	28	21	2	495
		Physical Sciences	736	37	45	5	823
		Mathematical Sciences	512	37	21	2	573
		Computer Science and Information Technology	458	16	78	3	555
		Engineering and Technology	1 919	92	377	-	2 388
		Architecture and Town Planning	276	47	3	0	326
		Business and Management Studies	2 513	227	218	59	3 017
		Social Sciences	1 424	136	125	24	1 710
		Law	218	58	-	-	275
		Mass Communication and Documentation	230	16	4	6	257
		Languages and Related Studies	969	33	88	10	1 100
		Humanities	502	16	26	7	551
		Arts, Design and Performing Arts	354	16	82	22	474
		Education	378	10	55	13	457
	Total		12 302	972	1 286	189	14 749
2015/16	CityU	Studies Allied to Medicine and Health	5	-	1	0	6
		Biological Sciences	30	2	3	-	35
		Physical Sciences	101	5	15	0	121
		Mathematical Sciences	35	0	7	1	44
		Computer Science and Information Technology	144	0	32	1	178
		Engineering and Technology	382	3	69	1	455
		Architecture and Town Planning	30	1	-	-	31
		Business and Management Studies	578	5	88	45	716
		Social Sciences	193	7	45	3	248
		Law	25	20	4	-	49

Academic Year	University	Academic Programme Category	JUPAS	Non-JUPAS			Total
				Major Overseas Qualification ⁽³⁾	Sub-degree Qualification ⁽⁴⁾	Others ⁽⁵⁾	
		Mass Communication and Documentation	29	2	4	2	36
		Languages and Related Studies	77	3	15	2	97
		Humanities	16	0	3	0	18
		Arts, Design and Performing Arts	76	5	14	2	97
	Sub-total		1 720	54	300	57	2 131
	HKBU	Studies Allied to Medicine and Health	48	1	1	2	52
		Biological Sciences	42	0	-	0	43
		Physical Sciences	58	1	-	0	59
		Mathematical Sciences	38	0	-	0	39
		Computer Science and Information Technology	44	0	-	0	45
		Business and Management Studies	171	1	6	32	210
		Social Sciences	201	0	19	17	237
		Mass Communication and Documentation	143	3	-	-	146
		Languages and Related Studies	98	-	3	2	103
		Humanities	117	-	4	6	127
		Arts, Design and Performing Arts	55	1	14	21	91
		Education	73	1	2	9	85
	Sub-total		1 088	9	49	89	1 235
	LU	Business and Management Studies	167	2	3	2	174
		Social Sciences	111	1	4	1	117
		Languages and Related Studies	125	1	1	-	127
		Humanities	113	0	1	-	115
	Sub-total		516	4	9	3	532
	CUHK	Medicine	142	74	1	8	225
		Studies Allied to Medicine and Health	253	30	23	5	311
		Biological Sciences	154	14	2	-	169
		Physical Sciences	138	9	1	-	149
		Mathematical Sciences	184	9	2	0	195
		Computer Science and Information Technology	53	4	6	2	64
		Engineering and Technology	297	20	33	14	364
		Architecture and Town Planning	34	12	1	1	48
		Business and Management Studies	453	64	1	1	519
		Social Sciences	336	28	11	-	375

Academic Year	University	Academic Programme Category	JUPAS	Non-JUPAS			Total
				Major Overseas Qualification ⁽³⁾	Sub-degree Qualification ⁽⁴⁾	Others ⁽⁵⁾	
		Law	43	25	-	-	68
		Mass Communication and Documentation	54	8	-	-	62
		Languages and Related Studies	234	8	2	3	247
		Humanities	100	5	2	1	107
		Arts, Design and Performing Arts	69	4	-	1	74
		Education	69	2	-	-	71
	Sub-total		2 612	316	83	37	3 048
	EdUHK	Biological Sciences	5	0	1	0	7
		Physical Sciences	15	0	4	0	20
		Mathematical Sciences	24	0	7	1	32
		Computer Science and Information Technology	8	0	3	0	12
		Business and Management Studies	8	0	4	1	13
		Social Sciences	43	1	14	1	58
		Languages and Related Studies	148	2	35	3	189
		Humanities	27	0	7	1	35
		Arts, Design and Performing Arts	34	1	26	3	63
		Education	153	2	46	5	205
	Sub-total		465	6	147	14	632
	PolyU	Studies Allied to Medicine and Health	510	32	36	23	601
		Biological Sciences	27	1	3	-	31
		Physical Sciences	76	4	12	1	93
		Mathematical Sciences	21	0	1	0	22
		Computer Science and Information Technology	107	1	23	0	131
		Engineering and Technology	437	12	77	4	529
		Architecture and Town Planning	91	7	2	1	101
		Business and Management Studies	467	23	51	4	546
		Social Sciences	56	2	11	0	70
		Languages and Related Studies	73	4	11	4	92
		Arts, Design and Performing Arts	90	11	22	2	125
	Sub-total		1 955	97	249	40	2 341
	HKUST	Biological Sciences	83	5	2	1	91
		Physical Sciences	250	16	7	2	275
		Mathematical Sciences	83	5	3	1	92

Academic Year	University	Academic Programme Category	JUPAS	Non-JUPAS			Total
				Major Overseas Qualification ⁽³⁾	Sub-degree Qualification ⁽⁴⁾	Others ⁽⁵⁾	
		Computer Science and Information Technology	88	8	13	-	109
		Engineering and Technology	438	41	116	-	595
		Business and Management Studies	506	72	4	-	582
		Social Sciences	124	16	1	-	140
		Languages and Related Studies	9	1	-	-	9
		Humanities	14	1	-	-	15
	Sub-total		1 594	165	146	3	1 908
	HKU	Medicine	157	46	-	1	204
		Dentistry	43	9	-	-	52
		Studies Allied to Medicine and Health	218	24	67	11	320
		Biological Sciences	114	11	14	0	139
		Physical Sciences	98	8	11	0	117
		Mathematical Sciences	106	14	6	-	125
		Computer Science and Information Technology	24	3	3	0	30
		Engineering and Technology	393	30	87	2	511
		Architecture and Town Planning	122	31	1	-	154
		Business and Management Studies	228	47	7	1	283
		Social Sciences	328	80	13	1	422
		Law	142	26	-	-	168
		Mass Communication and Documentation	13	4	-	-	17
		Languages and Related Studies	208	20	23	-	251
		Humanities	104	10	9	-	123
		Arts, Design and Performing Arts	25	3	2	-	30
		Education	58	7	10	1	75
	Sub-total		2 379	373	252	17	3 021
	All Universities	Medicine	299	120	1	9	429
		Dentistry	43	9	-	-	52
		Studies Allied to Medicine and Health	1 034	87	128	41	1 290
		Biological Sciences	455	34	25	1	515
		Physical Sciences	735	42	51	4	832
		Mathematical Sciences	491	30	26	3	549
		Computer Science and Information Technology	468	17	80	4	569
		Engineering and Technology	1 946	106	381	21	2 454

Academic Year	University	Academic Programme Category	JUPAS	Non-JUPAS			Total
				Major Overseas Qualification ⁽³⁾	Sub-degree Qualification ⁽⁴⁾	Others ⁽⁵⁾	
		Architecture and Town Planning	277	50	4	2	334
		Business and Management Studies	2 577	215	165	86	3 042
		Social Sciences	1 392	136	118	22	1 667
		Law	210	71	4	-	285
		Mass Communication and Documentation	238	17	4	2	261
		Languages and Related Studies	971	39	90	15	1 114
		Humanities	492	16	25	7	540
		Arts, Design and Performing Arts	349	24	79	29	481
		Education	353	11	57	14	436
		Total	12 329	1 024	1 235	260	14 848
2016/17 (Provisional)	CityU	Studies Allied to Medicine and Health	32	2	1	-	36
		Biological Sciences	36	0	6	0	42
		Physical Sciences	112	3	19	0	134
		Mathematical Sciences	62	1	9	1	73
		Computer Science and Information Technology	174	1	44	1	219
		Engineering and Technology	375	7	49	-	431
		Business and Management Studies	548	12	77	36	673
		Social Sciences	164	5	55	2	226
		Law	40	11	5	-	56
		Mass Communication and Documentation	38	5	3	2	47
		Languages and Related Studies	64	3	14	4	85
		Humanities	27	-	10	2	39
		Arts, Design and Performing Arts	74	3	14	1	92
	Sub-total		1 746	51	306	49	2 152
	HKBU	Studies Allied to Medicine and Health	46	-	3	1	50
		Biological Sciences	36	-	2	1	40
		Physical Sciences	43	-	3	2	47
		Mathematical Sciences	33	-	2	1	36
		Computer Science and Information Technology	43	-	3	2	47
		Business and Management Studies	158	4	4	40	205
		Social Sciences	198	4	16	12	229
		Mass Communication and Documentation	111	5	-	-	116
		Languages and Related Studies	92	1	2	-	96

Academic Year	University	Academic Programme Category	JUPAS	Non-JUPAS			Total
				Major Overseas Qualification ⁽³⁾	Sub-degree Qualification ⁽⁴⁾	Others ⁽⁵⁾	
		Humanities	104	2	3	3	111
		Arts, Design and Performing Arts	57	3	11	26	97
		Education	81	3	1	22	107
	Sub-total		1 001	21	50	110	1 182
	LU	Business and Management Studies	170	-	1	-	171
		Social Sciences	111	-	7	2	120
		Languages and Related Studies	116	-	1	-	116
		Humanities	111	1	2	-	113
	Sub-total		507	1	10	2	520
	CUHK	Medicine	169	94	1	5	270
		Studies Allied to Medicine and Health	250	22	32	5	309
		Biological Sciences	151	14	-	2	166
		Physical Sciences	164	12	-	2	178
		Mathematical Sciences	192	13	1	1	207
		Computer Science and Information Technology	53	1	8	2	65
		Engineering and Technology	299	7	44	14	365
		Architecture and Town Planning	39	20	-	-	59
		Business and Management Studies	456	59	11	3	529
		Social Sciences	369	35	14	2	419
		Law	49	45	-	-	94
		Mass Communication and Documentation	64	5	-	-	69
		Languages and Related Studies	253	6	1	1	261
		Humanities	115	3	-	3	120
		Arts, Design and Performing Arts	62	8	-	1	71
		Education	54	1	1	1	56
	Sub-total		2 737	344	113	42	3 236
	EdUHK	Biological Sciences	6	0	2	0	9
		Physical Sciences	18	1	6	1	26
		Mathematical Sciences	17	0	8	1	27
		Computer Science and Information Technology	13	0	3	0	16
		Business and Management Studies	8	0	6	0	15
		Social Sciences	47	1	14	2	64
		Languages and Related Studies	149	3	41	4	198

Academic Year	University	Academic Programme Category	JUPAS	Non-JUPAS			Total
				Major Overseas Qualification ⁽³⁾	Sub-degree Qualification ⁽⁴⁾	Others ⁽⁵⁾	
		Humanities	25	0	7	1	33
		Arts, Design and Performing Arts	23	1	18	3	45
		Education	128	2	51	6	188
	Sub-total		435	10	157	17	619
	PolyU	Studies Allied to Medicine and Health	608	20	38	1	667
		Biological Sciences	24	0	2	-	26
		Physical Sciences	78	2	8	-	88
		Mathematical Sciences	20	0	2	-	22
		Computer Science and Information Technology	97	1	28	-	126
		Engineering and Technology	456	13	75	-	544
		Architecture and Town Planning	86	5	2	-	93
		Business and Management Studies	425	19	63	3	510
		Social Sciences	66	1	1	-	69
		Languages and Related Studies	69	4	13	-	86
		Arts, Design and Performing Arts	88	7	21	2	118
	Sub-total		2 017	73	254	6	2 350
	HKUST	Biological Sciences	103	7	3	-	113
		Physical Sciences	278	15	21	-	315
		Mathematical Sciences	108	7	5	-	119
		Computer Science and Information Technology	90	10	4	-	104
		Engineering and Technology	432	47	110	-	590
		Business and Management Studies	484	74	9	-	567
		Social Sciences	111	12	2	-	125
		Languages and Related Studies	9	0	-	-	9
		Humanities	15	1	-	-	15
	Sub-total		1 629	173	154	-	1 956
	HKU	Medicine	166	62	-	10	238
		Dentistry	55	10	-	5	70
		Studies Allied to Medicine and Health	205	34	71	12	322
		Biological Sciences	113	10	11	-	134
		Physical Sciences	102	7	9	-	118
		Mathematical Sciences	95	11	5	-	111
		Computer Science and Information Technology	23	2	4	0	28

Academic Year	University	Academic Programme Category	JUPAS	Non-JUPAS			Total
				Major Overseas Qualification ⁽³⁾	Sub-degree Qualification ⁽⁴⁾	Others ⁽⁵⁾	
		Engineering and Technology	393	31	83	2	509
		Architecture and Town Planning	129	28	1	-	158
		Business and Management Studies	222	48	6	-	276
		Social Sciences	343	61	15	0	419
		Law	140	26	-	-	166
		Mass Communication and Documentation	18	1	-	-	19
		Languages and Related Studies	207	15	19	1	242
		Humanities	101	8	8	1	118
		Arts, Design and Performing Arts	25	2	2	0	29
		Education	63	4	6	-	73
	Sub-total		2 399	358	241	31	3 029
	All Universities	Medicine	335	156	1	15	508
		Dentistry	55	10	-	5	70
		Studies Allied to Medicine and Health	1 141	78	145	19	1 384
		Biological Sciences	470	32	26	3	531
		Physical Sciences	795	41	65	4	905
		Mathematical Sciences	526	32	31	4	594
		Computer Science and Information Technology	492	15	94	5	605
		Engineering and Technology	1 955	105	363	16	2 439
		Architecture and Town Planning	254	53	3	-	310
		Business and Management Studies	2 469	215	178	82	2 945
		Social Sciences	1 409	118	125	20	1 671
		Law	229	82	5	-	316
		Mass Communication and Documentation	231	16	3	2	251
		Languages and Related Studies	958	32	91	10	1 092
		Humanities	497	14	29	9	549
		Arts, Design and Performing Arts	329	23	67	33	452
		Education	326	10	59	29	424
	Total		12 471	1 031	1 285	257	15 044

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. 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.
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. '0' denotes magnitude less than 0.5.
8. Abbreviations:

CityU	City University of Hong Kong
HKBU	Hong Kong Baptist University
LU	Lingnan University
CUHK	The Chinese University of Hong Kong
EdUHK	The Education University of Hong Kong
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**EDB764****(Question Serial No. 3975)**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 by academic programme category (Medicine, Dentistry, Biological Sciences, Natural Sciences, Mathematical Sciences, Computer Science and Information Technology, Engineering and Technology, Architecture and Town Planning, Business and Management Studies, Social Sciences, Law, Mass Communication & Documentation, Languages & Related Studies, Humanities, Arts, Design & Performing Arts, and Education):

1. the numbers of local, Mainland and non-Local students admitted to postgraduate programmes (PhD and MPhil degrees) offered by various University Grants Committee (UGC)-funded institutions for the past 3 years.
2. the numbers of local, Mainland and non-Local students awarded the Hong Kong PhD Fellowship in various UGC-funded institutions for the past 3 years.

Asked by: Hon YEUNG Alvin (Member Question No. 52)Reply:

1. The numbers of local students, and non-local students from the Mainland of China and from the rest of the world admitted to University Grants Committee (UGC)-funded research postgraduate programmes of UGC-funded universities by university and academic programme category for 2014/15 to 2016/17 academic years are set out at **Annex A**.
2. The breakdown of the Hong Kong PhD Fellowship Scheme awardees by UGC-funded university, broad academic programme category and place of origin from the 2014/15 to 2016/17 academic years is tabulated at **Annex B**.

**Number of Local and Non-Local students of UGC-funded Research Postgraduate Programmes
by University, Level of Study, Place of Origin and Academic Programme Category, 2014/15 to 2016/17**

(headcount)

Academic year	University	Level of Study	Place of origin	Academic Programme Category																		
				med	dent	health	bio sci	phys sci	math sci	cmp/it	eng/tec	arch/tp	bus/man	soc sci	law	commu	lang	hum	art & d	edu	Total	
2014/15	CityU	MPhil	Local students	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	1	
			The Mainland of China	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	1		
		Sub-total		-	-	-	-	-	-	-	1	-	1	-	-	-	-	-	-	-	2	
		PhD	Local students	1	-	1	5	21	-	2	20	0	6	5	1	-	4	1	2	-	69	
			The Mainland of China	4	-	4	15	59	20	61	238	5	60	27	6	20	11	4	3	-	536	
			The rest of the world	2	-	2	3	8	2	9	40	3	14	27	2	6	4	1	12	-	134	
		Sub-total		6	-	6	23	88	22	72	297	8	80	59	9	26	20	6	17	-	739	
	Sub-total			6	-	6	23	88	22	72	298	8	81	59	9	26	20	6	17	-	741	
	HKBU	MPhil	Local students	0	-	1	1	3	-	-	0	0	-	1	-	-	-	6	-	-	12	
			The Mainland of China	0	-	2	2	7	-	1	-	-	-	2	-	0	-	1	1	-	17	
		Sub-total		0	-	3	3	10	-	1	0	0	-	3	-	0	-	7	1	-	29	
		PhD	Local students	0	-	3	3	15	1	1	-	-	4	9	-	3	4	8	5	4	61	
			The Mainland of China	2	-	13	8	39	17	19	1	1	8	16	-	5	9	4	-	3	145	
			The rest of the world	0	-	1	1	4	-	-	0	0	3	5	-	3	5	6	2	1	33	
		Sub-total		3	-	18	13	59	18	20	1	1	15	30	-	11	18	18	8	9	239	
	Sub-total			3	-	20	15	69	18	21	1	1	15	34	-	11	18	25	9	9	268	
	LU	MPhil	Local students	-	-	-	-	-	-	-	-	-	-	3	6	-	-	5	6	-	-	20
			The Mainland of China	-	-	-	-	-	-	-	-	-	-	12	7	-	-	4	3	-	-	26
			The rest of the world	-	-	-	-	-	-	-	-	-	-	-	2	-	-	-	1	-	-	3
		Sub-total		-	-	-	-	-	-	-	-	-	-	15	15	-	-	9	10	-	-	49
		PhD	Local students	-	-	-	-	-	-	-	-	-	-	2	-	-	-	1	4	-	-	7
			The Mainland of China	-	-	-	-	-	-	-	-	-	-	3	-	-	-	3	3	-	-	9

Academic year	University	Level of Study	Place of origin	Academic Programme Category																		
				med	dent	health	bio sci	phys sci	math sci	cmp/it	eng/tec	arch/tp	bus/man	soc sci	law	commu	lang	hum	art & d	edu	Total	
			The rest of the world	-	-	-	-	-	-	-	-	-	-	5	-	-	-	12	-	-	17	
		Sub-total			-	-	-	-	-	-	-	-	5	5	-	-	4	19	-	-	33	
		Sub-total			-	-	-	-	-	-	-	-	20	20	-	-	13	29	-	-	82	
	CUHK	MPhil	Local students	23	-	2	19	35	22	9	11	-	-	37	-	7	26	24	8	1	224	
			The Mainland of China	16	-	3	5	5	31	10	9	-	2	31	1	5	11	8	1	-	138	
			The rest of the world	1	-	-	-	1	-	1	-	-	-	2	-	-	-	1	1	-	7	
		Sub-total			40	-	5	24	41	53	20	19	-	2	70	1	12	37	33	10	1	369
		PhD	Local students	31	-	12	35	29	7	6	15	2	2	27	-	2	19	15	3	6	211	
			The Mainland of China	214	-	40	74	144	40	75	254	14	52	123	5	17	27	62	4	40	1 185	
			The rest of the world	6	-	2	1	2	1	-	7	2	-	17	4	-	7	7	4	-	60	
		Sub-total			251	-	54	110	175	48	81	276	18	54	167	9	19	53	84	11	46	1 456
	Sub-total				291	-	59	134	216	101	101	295	18	56	237	10	31	91	117	21	47	1 825
	EdUHK	MPhil	Local students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4	4	
			The Mainland of China	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1	
			The rest of the world	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1	
		Sub-total			-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	6	6	
		PhD	Local students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	6	6	
			The Mainland of China	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	12	12	
			The rest of the world	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	5	5	
		Sub-total			-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	23	23	
	Sub-total				-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	29	29	
	PolyU	MPhil	Local students	-	-	1	4	19	0	1	13	-	2	4	-	-	-	-	0	-	44	
			The Mainland of China	-	-	4	2	8	0	6	19	-	3	2	-	-	2	-	0	-	47	
			The rest of the world	-	-	3	-	-	-	-	1	-	0	-	-	-	-	-	0	-	4	

Academic year	University	Level of Study	Place of origin	Academic Programme Category																	
				med	dent	health	bio sci	phys sci	math sci	cmp/it	eng/tec	arch/tp	bus/man	soc sci	law	commu	lang	hum	art & d	edu	Total
		Sub-total		-	-	8	6	26	1	7	33	-	5	6	-	-	2	-	0	-	95
		PhD	Local students	-	-	17	7	14	5	0	31	5	7	1	-	-	4	-	1	-	91
			The Mainland of China	-	-	23	13	42	12	31	199	19	38	7	-	-	16	-	10	-	409
			The rest of the world	-	-	8	2	2	1	0	39	3	19	10	-	-	11	-	3	-	99
		Sub-total		-	-	48	21	58	17	31	269	27	64	19	-	-	31	-	14	-	599
	Sub-total		-	-	56	27	85	18	38	302	27	70	25	-	-	33	-	14	-	694	
	HKUST	MPhil	Local students	-	-	-	15	13	10	4	43	-	3	1	-	-	-	1	-	-	91
			The Mainland of China	-	-	-	51	20	4	8	92	-	17	27	-	-	-	7	-	-	226
			The rest of the world	-	-	-	0	2	1	1	27	-	4	0	-	-	-	-	-	-	35
		Sub-total		-	-	-	66	34	16	13	161	-	24	29	-	-	-	8	-	-	352
		PhD	Local students	-	-	-	8	23	3	2	23	-	5	0	-	-	-	4	-	-	68
			The Mainland of China	-	-	-	90	133	46	50	424	-	28	25	-	-	-	6	-	-	802
			The rest of the world	-	-	-	8	4	2	12	96	-	10	0	-	-	-	-	-	-	132
		Sub-total		-	-	-	107	161	51	63	542	-	43	25	-	-	-	10	-	-	1 002
	Sub-total		-	-	-	173	196	67	77	703	-	67	54	-	-	-	18	-	-	1 354	
	HKU	MPhil	Local students	58	4	4	16	30	2	-	11	3	-	20	-	-	16	8	8	3	184
			The Mainland of China	40	5	6	3	23	15	13	36	3	-	11	1	1	12	3	-	4	175
			The rest of the world	7	2	-	5	-	1	-	1	1	-	5	-	-	4	5	1	-	33
		Sub-total		105	10	10	24	53	18	13	48	7	-	37	1	1	32	17	9	6	392
		PhD	Local students	89	6	8	31	56	9	4	31	7	3	49	2	2	16	7	3	22	344
			The Mainland of China	244	45	21	64	120	33	59	268	62	24	107	18	-	32	14	2	68	1 180
			The rest of the world	28	9	7	16	12	-	2	13	14	3	22	12	-	14	19	4	35	209
		Sub-total		361	60	36	112	188	42	64	312	83	30	177	32	2	62	40	9	125	1 734
	Sub-total		466	70	46	135	241	61	77	360	90	30	214	32	2	94	57	18	132	2 125	
Total				766	70	187	509	894	287	385	1 959	144	339	643	51	70	269	252	78	216	7 118

Academic year	University	Level of Study	Place of origin	Academic Programme Category																		
				med	dent	health	bio sci	phys sci	math sci	cmp/it	eng/tec	arch/tp	bus/man	soc sci	law	commu	lang	hum	art & d	edu	Total	
2015/16	CityU	MPhil	Local students	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	1	
			The Mainland of China	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	1		
		Sub-total		-	-	-	-	-	-	1	-	-	1	-	-	-	-	-	-	2		
		PhD	Local students	1	-	1	5	18	1	1	20	0	6	7	-	-	4	1	6	-	70	
			The Mainland of China	6	-	6	15	57	18	73	266	5	68	27	2	15	8	3	6	-	574	
			The rest of the world	3	-	3	5	13	2	12	49	3	14	29	2	4	5	2	15	-	162	
		Sub-total		10	-	10	25	88	21	86	335	8	88	63	4	19	18	5	27	-	806	
	Sub-total			10	-	10	25	88	21	86	336	8	88	64	4	19	18	5	27	-	808	
	HKBU	MPhil	Local students	0	-	1	2	6	1	-	0	0	1	3	-	-	-	6	-	-	21	
			The Mainland of China	0	-	1	1	6	-	1	-	-	-	1	-	-	-	-	1	-	11	
		Sub-total		0	-	3	3	11	1	1	0	0	1	4	-	-	-	6	1	-	32	
		PhD	Local students	-	-	-	2	12	-	-	-	-	6	10	-	3	4	6	6	3	52	
			The Mainland of China	2	-	12	7	48	17	20	1	1	9	17	-	5	12	4	0	1	155	
			The rest of the world	0	-	3	1	4	-	-	0	0	3	5	-	3	3	9	4	1	38	
		Sub-total		2	-	15	10	64	17	20	1	1	18	33	-	11	19	20	10	6	245	
	Sub-total			3	-	18	13	75	18	21	1	1	19	37	-	11	19	26	11	6	277	
	LU	MPhil	Local students	-	-	-	-	-	-	-	-	-	-	4	5	-	-	2	4	-	-	15
			The Mainland of China	-	-	-	-	-	-	-	-	-	-	11	4	-	-	4	3	-	-	22
			The rest of the world	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	1	-	-	2
		Sub-total		-	-	-	-	-	-	-	-	-	-	15	10	-	-	6	8	-	-	39
		PhD	Local students	-	-	-	-	-	-	-	-	-	-	1	-	-	-	1	5	-	-	7
			The Mainland of China	-	-	-	-	-	-	-	-	-	-	3	2	-	-	6	1	-	-	12
			The rest of the world	-	-	-	-	-	-	-	-	-	-	1	6	-	-	-	11	-	-	18
		Sub-total		-	-	-	-	-	-	-	-	-	-	5	8	-	-	7	17	-	-	37
	Sub-total			-	-	-	-	-	-	-	-	-	-	20	18	-	-	13	25	-	-	76

Academic year	University	Level of Study	Place of origin	Academic Programme Category																		
				med	dent	health	bio sci	phys sci	math sci	cmp/it	eng/tec	arch/tp	bus/man	soc sci	law	commu	lang	hum	art & d	edu	Total	
	CUHK	MPhil	Local students	25	-	5	17	32	21	2	12	-	1	43	-	4	25	20	12	2	220	
			The Mainland of China	19	-	4	2	11	26	7	12	-	-	39	1	5	9	11	2	3	150	
			The rest of the world	4	-	-	0	2	-	1	3	-	-	2	-	-	2	1	1	-	16	
		Sub-total			48	-	9	19	45	47	10	26	-	1	84	1	9	36	32	15	5	386
		PhD	Local students	39	-	7	38	37	6	9	16	2	6	29	-	3	25	21	4	6	248	
			The Mainland of China	224	-	54	92	140	45	79	293	14	46	134	7	20	30	63	2	34	1 278	
			The rest of the world	4	-	1	5	3	2	1	7	1	-	13	5	2	8	9	3	-	64	
		Sub-total			267	-	62	135	180	53	89	317	17	52	176	12	25	63	93	9	40	1 590
		Sub-total			315	-	71	153	225	100	99	343	17	53	260	13	34	100	125	24	45	1 976
		EdUHK	MPhil	Local students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4	4
	The Mainland of China			-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4	4	
	The rest of the world			-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1	
	Sub-total			-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	9	9		
	PhD		Local students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	7	7	
			The Mainland of China	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	17	17	
			The rest of the world	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	5	5	
	Sub-total			-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	29	29		
	Sub-total			-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	38	38	
	PolyU	MPhil	Local students	-	-	2	3	16	1	1	10	-	1	1	-	-	-	-	1	-	35	
			The Mainland of China	-	-	3	1	7	1	2	28	1	-	1	-	-	-	-	0	-	44	
			The rest of the world	-	-	1	0	1	0	-	-	-	-	-	-	-	-	-	-	-	2	
		Sub-total			-	-	6	4	24	1	3	38	1	1	2	-	-	-	-	1	-	81
PhD		Local students	-	-	17	7	14	6	2	28	4	9	4	-	-	4	-	3	-	98		
		The Mainland of China	-	-	22	14	38	17	42	202	21	48	9	-	-	13	-	10	-	435		

Academic year	University	Level of Study	Place of origin	Academic Programme Category																		
				med	dent	health	bio sci	phys sci	math sci	cmp/it	eng/tec	arch/tp	bus/man	soc sci	law	commu	lang	hum	art & d	edu	Total	
			The rest of the world	-	-	10	1	1	-	1	43	5	15	9	-	-	9	-	4	-	99	
		Sub-total			-	-	49	22	52	23	45	273	30	73	22	-	-	26	-	17	-	632
	Sub-total			-	-	55	26	76	24	48	311	31	74	24	-	-	26	-	18	-	713	
	HKUST	MPhil	Local students	-	-	-	9	18	12	3	47	-	4	1	-	-	-	5	-	-	100	
			The Mainland of China	-	-	-	37	16	8	3	76	-	20	27	-	-	-	9	-	-	197	
			The rest of the world	-	-	-	2	2	1	1	30	-	6	1	-	-	-	-	-	-	43	
		Sub-total			-	-	-	48	36	21	7	154	-	30	30	-	-	-	14	-	-	340
		PhD	Local students	-	-	-	6	21	4	2	26	-	5	2	-	-	-	5	-	-	71	
			The Mainland of China	-	-	-	98	138	46	53	456	-	22	25	-	-	-	3	-	-	841	
			The rest of the world	-	-	-	10	9	2	10	99	-	3	0	-	-	-	-	-	-	134	
		Sub-total			-	-	-	114	168	52	65	581	-	31	27	-	-	-	8	-	-	1 046
	Sub-total			-	-	-	162	204	73	72	735	-	61	57	-	-	-	22	-	-	1 386	
	HKU	MPhil	Local students	53	4	3	15	24	6	1	6	3	-	11	-	-	13	8	6	5	158	
			The Mainland of China	42	1	5	2	18	15	9	24	4	-	15	1	1	6	8	1	7	159	
			The rest of the world	5	1	-	5	1	-	-	1	1	-	2	-	-	2	4	1	-	23	
		Sub-total			100	6	8	22	43	21	10	31	8	-	28	1	1	21	20	8	11	340
		PhD	Local students	89	3	7	32	53	9	3	32	7	2	47	2	2	16	6	5	22	335	
			The Mainland of China	224	50	15	60	122	40	81	297	56	23	101	17	-	27	13	3	85	1 213	
			The rest of the world	28	10	1	19	12	1	2	12	11	1	28	11	-	15	19	2	38	209	
		Sub-total			341	62	22	111	186	50	86	341	73	26	176	30	2	58	38	10	145	1 756
	Sub-total			440	68	30	133	229	71	96	372	81	26	204	31	2	79	58	18	156	2 096	
Total				767	68	183	513	897	307	421	2 098	138	341	665	48	66	255	261	98	244	7 370	

Academic year	University	Level of Study	Place of origin	Academic Programme Category																		
				med	dent	health	bio sci	phys sci	math sci	cmp/it	eng/tec	arch/tp	bus/man	soc sci	law	commu	lang	hum	art & d	edu	Total	
2016/17 (provisional)	CityU	MPhil	Local students	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	1
			The Mainland of China	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	1
		Sub-total			-	-	-	-	-	-	-	1	-	-	1	-	-	-	-	-	-	2
		PhD	Local students	1	-	1	7	20	1	2	19	0	6	9	-	-	6	1	9	-	-	82
			The Mainland of China	9	-	9	19	71	26	82	295	7	74	24	3	13	18	5	9	-	-	663
			The rest of the world	6	-	6	8	18	3	13	65	3	13	25	1	3	4	1	11	-	-	180
		Sub-total			15	-	15	34	109	30	97	380	10	93	59	4	16	28	7	29	-	925
	Sub-total			15	-	15	34	109	30	97	381	10	93	60	4	16	28	7	29	-	927	
	HKBU	MPhil	Local students	0	-	2	2	4	-	-	0	0	1	3	-	-	-	7	-	-	19	
			The Mainland of China	0	-	1	0	5	1	-	-	-	-	2	-	-	2	-	-	-	12	
			The rest of the world	0	-	1	0	-	-	-	-	-	-	-	-	-	-	-	-	-	1	
		Sub-total			1	-	4	2	9	1	-	0	0	1	5	-	-	2	7	-	-	32
		PhD	Local students	0	-	1	2	11	-	-	0	0	6	7	-	2	3	5	4	3	45	
			The Mainland of China	2	-	12	5	50	19	19	0	0	11	13	-	4	10	7	1	4	158	
			The rest of the world	1	-	4	3	5	-	-	0	0	1	4	-	4	1	10	2	1	36	
	Sub-total			2	-	17	10	66	19	19	1	1	18	25	-	11	14	22	8	7	239	
	Sub-total			3	-	21	12	75	20	19	1	1	19	30	-	11	16	29	8	7	271	
	LU	MPhil	Local students	-	-	-	-	-	-	-	-	-	3	4	-	-	3	8	-	-	18	
			The Mainland of China	-	-	-	-	-	-	-	-	-	8	4	-	-	2	1	-	-	15	
			The rest of the world	-	-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	-	3	
		Sub-total			-	-	-	-	-	-	-	-	-	14	8	-	-	5	9	-	-	36
		PhD	Local students	-	-	-	-	-	-	-	-	-	-	2	-	-	-	-	4	-	-	6
	The Mainland of China		-	-	-	-	-	-	-	-	-	-	1	2	-	-	7	2	-	-	12	

Academic year	University	Level of Study	Place of origin	Academic Programme Category																	
				med	dent	health	bio sci	phys sci	math sci	cmp/it	eng/tec	arch/tp	bus/man	soc sci	law	commu	lang	hum	art & d	edu	Total
			The rest of the world	-	-	-	-	-	-	-	-	-	1	10	-	-	-	7	-	-	18
		Sub-total		-	-	-	-	-	-	-	-	4	12	-	-	7	13	-	-	36	
		Sub-total			-	-	-	-	-	-	-	-	18	20	-	-	12	22	-	-	72
	CUHK	MPhil	Local students	26	-	4	14	41	28	1	9	-	1	43	-	2	17	27	9	2	223
			The Mainland of China	18	-	2	1	10	22	5	9	1	10	34	-	4	10	16	3	3	148
			The rest of the world	3	-	-	-	3	-	-	2	-	1	2	-	-	4	-	-	-	15
		Sub-total		47	-	6	15	54	50	6	20	1	12	79	-	6	31	43	12	5	386
		PhD	Local students	48	-	9	36	36	4	7	24	2	8	29	1	6	27	19	6	5	267
			The Mainland of China	234	-	54	96	139	49	84	294	11	40	133	10	17	33	53	2	26	1 274
			The rest of the world	10	-	1	5	3	1	2	6	1	-	17	6	3	7	7	1	2	72
		Sub-total		292	-	64	137	178	54	93	323	14	48	179	17	26	67	79	9	33	1 613
	Sub-total			339	-	70	152	232	104	99	344	15	60	258	17	32	98	122	21	38	1 999
	EdUHK	MPhil	Local students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4	4
			The Mainland of China	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	9	9
		Sub-total		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	13	13
		PhD	Local students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	13	13
			The Mainland of China	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	27	27
			The rest of the world	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	9	9
		Sub-total		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	49	49
	Sub-total			-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	62	62
	PolyU	MPhil	Local students	-	-	1	5	19	3	1	11	0	-	-	-	-	-	-	1	-	42
			The Mainland of China	-	-	3	5	13	3	7	24	3	-	1	-	-	-	-	1	-	60
			The rest of the world	-	-	2	0	1	0	-	-	-	-	-	-	-	-	-	-	-	3
		Sub-total		-	-	6	11	33	6	8	35	3	-	1	-	-	-	-	1	-	105
		PhD	Local students	-	-	15	10	19	6	2	23	4	6	2	-	-	3	-	4	-	94

Academic year	University	Level of Study	Place of origin	Academic Programme Category																		
				med	dent	health	bio sci	phys sci	math sci	cmp/it	eng/tec	arch/tp	bus/man	soc sci	law	commu	lang	hum	art & d	edu	Total	
			The Mainland of China	-	-	10	12	36	11	38	202	20	58	9	-	-	14	-	7	-	417	
			The rest of the world	-	-	21	3	2	0	3	49	8	20	10	-	-	7	-	4	-	128	
		Sub-total			-	-	47	25	57	17	43	274	32	84	21	-	-	24	-	15	-	639
	Sub-total			-	-	52	36	90	23	51	309	35	84	22	-	-	24	-	17	-	744	
	HKUST	MPhil	Local students	-	-	-	10	21	12	8	71	-	5	7	-	-	-	9	-	-	142	
			The Mainland of China	-	-	-	27	18	5	3	81	-	14	23	-	-	-	12	-	-	183	
			The rest of the world	-	-	-	3	2	1	2	34	-	9	-	-	-	-	2	-	-	53	
		Sub-total			-	-	-	40	41	17	13	187	-	28	30	-	-	-	23	-	-	378
		PhD	Local students	-	-	-	15	20	7	2	26	-	6	2	-	-	-	3	-	-	81	
			The Mainland of China	-	-	-	114	129	47	54	437	-	24	23	-	-	-	3	-	-	831	
			The rest of the world	-	-	-	12	15	3	7	116	-	7	0	-	-	-	-	-	-	161	
		Sub-total			-	-	-	141	163	57	63	579	-	38	26	-	-	-	6	-	-	1 073
	Sub-total			-	-	-	181	204	74	76	765	-	66	56	-	-	-	29	-	-	1 451	
	HKU	MPhil	Local students	57	4	5	13	20	9	1	7	1	-	10	-	-	11	5	1	4	147	
			The Mainland of China	49	3	7	2	22	13	10	21	4	-	13	3	-	8	7	2	5	168	
			The rest of the world	8	-	-	3	3	-	-	1	1	-	-	-	-	1	3	-	1	20	
		Sub-total			113	7	12	18	44	22	11	29	6	-	23	3	-	20	15	3	10	335
		PhD	Local students	95	2	6	26	47	5	4	28	9	4	47	3	1	17	8	8	25	335	
			The Mainland of China	214	44	18	50	117	34	80	294	52	23	98	12	1	28	12	2	73	1 152	
			The rest of the world	33	14	1	26	12	1	3	10	12	-	25	12	-	15	20	2	34	219	
		Sub-total			342	60	24	102	176	40	87	332	73	27	171	27	2	60	40	12	131	1 706
	Sub-total			455	67	37	120	220	62	98	360	79	27	193	29	2	80	55	15	141	2 041	
Total				812	67	195	535	930	314	441	2 160	140	366	639	50	61	257	263	89	248	7 567	

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 their normal study periods.
3. 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. Also, if RPg students are financed by universities 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 students. As such, figures may not add up to the corresponding totals.
4. ‘-’ denotes nil.
5. ‘0’ denotes magnitude of less than 0.5.

Abbreviations for university:

CityU	City University of Hong Kong	HKBU	Hong Kong Baptist University
LU	Lingnan University	CUHK	The Chinese University of Hong Kong
EdUHK	The Education University of Hong Kong	PolyU	The Hong Kong Polytechnic University
HKUST	The Hong Kong University of Science and Technology	HKU	The University of Hong Kong

Abbreviations for level of study:

MPhil	Master of Philosophy	PhD	Doctor of Philosophy
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Abbreviations for Academic Programme Category:

med	Medicine	dent	Dentistry
health	Studies Allied to Medicine and Health	bio sci	Biological Sciences
phys sci	Physical Sciences	math sci	Mathematical Sciences
cmp/it	Computer Science and Information Technology	eng/tec	Engineering and Technology
arch/tp	Architecture and Town Planning	bus/man	Business and Management Studies
soc sci	Social Sciences	law	Law
commu	Mass Communication and Documentation	lang	Languages and Related Studies
hum	Humanities	art & d	Arts, Design and Performing Arts
edu	Education		

**Hong Kong PhD Fellowship Scheme Awardees
by University, Broad Academic Programme Category and Place of Origin,
2014/15 to 2016/17 Academic Years**

(Headcount)

Academic Year	University	Broad Academic Programme Category	Place of Origin			Total
			Local	Mainland	Other Non-local	
2014/15	CityU	Sciences	-	2	5	7
		Engineering and Technology	-	1	5	6
		Business and Management	-	1	-	1
		Social Sciences	1	-	2	3
		Arts and Humanities	-	1	1	2
	HKBU	Sciences	-	4	1	5
		Business and Management	-	1	-	1
		Social Sciences	-	-	2	2
		Arts and Humanities	1	-	5	6
	LU	Social Sciences	-	-	1	1
		Arts and Humanities	1	1	4	6
	CUHK	Medicine, Dentistry and Health	-	5	-	5
		Sciences	1	9	-	10
		Engineering and Technology	-	10	1	11
		Social Sciences	2	1	4	7
		Arts and Humanities	2	3	1	6
	PolyU	Medicine, Dentistry and Health	-	-	1	1
		Sciences	1	3	-	4
		Engineering and Technology	-	7	10	17
		Business and Management	-	-	1	1
		Social Sciences	-	-	3	3
		Arts and Humanities	-	-	3	3
	HKUST	Sciences	-	19	5	24
		Engineering and Technology	-	24	9	33
		Business and Management	1	2	2	5
		Social Sciences	-	3	-	3
	HKU	Medicine, Dentistry and Health	-	8	2	10
		Sciences	2	6	1	9
		Engineering and Technology	-	18	-	18
		Social Sciences	1	1	6	8
		Arts and Humanities	-	1	3	4
		Education	-	-	1	1
Total			13	131	79	223
2015/16	CityU	Sciences	-	3	5	8
		Engineering and Technology	1	2	5	8
		Business and Management	-	1	1	2
		Social Sciences	1	-	2	3
		Arts and Humanities	-	-	3	3
	HKBU	Medicine, Dentistry and Health	-	-	1	1
		Sciences	-	7	1	8
		Arts and Humanities	1	1	4	6
	LU	Social Sciences	-	1	2	3
		Arts and Humanities	-	-	3	3
	CUHK	Medicine, Dentistry and Health	-	5	-	5
		Sciences	-	11	1	12
		Engineering and Technology	-	10	-	10
		Business and Management	-	1	-	1
		Social Sciences	-	3	1	4

Academic Year	University	Broad Academic Programme Category	Place of Origin			Total	
			Local	Mainland	Other Non-local		
		Arts and Humanities	2	4	1	7	
		Education	1	-	1	2	
	PolyU	Sciences	1	4	3	8	
		Engineering and Technology	-	6	7	13	
		Business and Management	-	-	1	1	
		Social Sciences	-	-	2	2	
		Arts and Humanities	-	-	4	4	
		HKUST	Sciences	2	15	2	19
	Engineering and Technology		1	20	8	29	
	Business and Management		-	1	1	2	
	Social Sciences		-	4	1	5	
	HKU	Medicine, Dentistry and Health	-	4	2	6	
		Sciences	3	11	1	15	
		Engineering and Technology	-	17	-	17	
		Business and Management	1	1	-	2	
		Social Sciences	-	1	2	3	
		Arts and Humanities	-	-	4	4	
	Total			14	133	69	216
	2016/17	CityU	Sciences	-	4	13	17
			Engineering and Technology	-	2	5	7
			Business and Management	-	-	1	1
Social Sciences			-	-	5	5	
Arts and Humanities			-	-	3	3	
HKBU		Medicine, Dentistry and Health	-	1	-	1	
		Sciences	-	5	-	5	
		Social Sciences	-	1	2	3	
		Arts and Humanities	1	1	3	5	
LU		Social Sciences	-	-	4	4	
		Arts and Humanities	-	1	-	1	
CUHK		Medicine, Dentistry and Health	2	1	1	4	
		Sciences	1	16	3	20	
		Engineering and Technology	1	7	-	8	
		Social Sciences	1	2	2	5	
		Arts and Humanities	1	5	3	9	
		Education	-	1	1	2	
PolyU		Medicine, Dentistry and Health	-	-	4	4	
		Sciences	1	2	2	5	
		Engineering and Technology	1	7	10	18	
		Business and Management	-	3	2	5	
		Social Sciences	-	-	1	1	
		Arts and Humanities	-	-	1	1	
HKUST		Sciences	1	18	3	22	
		Engineering and Technology	-	11	9	20	
		Business and Management	-	3	3	6	
		Social Sciences	-	2	-	2	
		Arts and Humanities	-	1	-	1	
HKU		Medicine, Dentistry and Health	1	8	3	12	
		Sciences	2	5	3	10	
		Engineering and Technology	1	11	1	13	
		Social Sciences	-	1	3	4	
		Arts and Humanities	-	1	3	4	
		Education	1	-	2	3	
Total			15	120	96	231	

Note:

Abbreviations –

CityU	City University of Hong Kong
HKBU	Hong Kong Baptist University
LU	Lingnan University
CUHK	The Chinese University of Hong Kong
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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